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ABSTRACT

The goals of the project described in this interim report were to: (1) develop a systematic manner for delivery of career education relative to environmental education, (2) develop a system to assist high school dropouts and other out-of-school youth in making career decisions, and (3) demonstrate the career education concept to other schools by this system. Procedures followed to implement these goals are detailed for the elementary, junior high, and senior high schools and for the Community Career Center for school dropouts and other out-of-school persons. Accomplishments included in-service programs for teachers, special vocational programs for the secondary grades, and the operation of a drop-in center for dropouts to offer information on educational and occupational planning. Conclusions and recommendations indicated that career education must coordinate with the existing curriculum and that teachers must have participation responsibilities in the development of the program. The evaluation report for this project is available as VT 020 442 in this issue. (MF)

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INTERIM REPORT

Project No. 1-261-0177
Contract No. OEG-0-71-2326 (361)

Exemplary Vocational Education Program
Based on Environmental Studies K-14

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Minnesota Environmental Sciences Foundation, Inc.
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Minneapolis, Minnesota 55422

May, 1973

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INTERIM REPORT

Project No. 1-361-0171
Grant No. OEG-0-71-2396 (361)

Exemplary Vocational Education Program Based on Environmental Studies K-14

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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V. SUMMARY OF REPORT

A. Time period covered by the project: June 1, 1972 to May 31, 1973.

B. Goals and Objectives:

Goals

1. Develop a systematic manner for delivery career education relative to environmental education to students K-14.

2. Develop a system of assisting high school dropouts and other out-of-school residents in making mature career decisions.

3. Demonstrating the career education concept to other schools by developing a successful working model.

Objectives

Elementary:

1. The principal instructional mode will be experiential.

2. Career education and environmental education concepts will be integrated in the curriculum for the selected schools.

3. Curriculum activities will reflect an emphasis on learning rather than on teaching.

Junior High School:

1. Establish career exploration on one-to-one basis for individual students.

2. Relate career education and environmental problems on personal family and community basis to subject areas.

3. Encourage industrial education teachers to accept career related skills, i.e. the world of work.

Senior High School:

1. a. Provide a ready access to career information.

   b. Active assistance in the assimilation process for making a career decision.

2. Coordinate work experience in the environmental career awareness.

3. Provide job placement information on an entry level and part-time basis.

Community Career Center:

1. Extend career guidance function to out-of-school residents.

2. Offer job placement assistance to dropouts and others.

C. Procedures Followed:

Elementary

1. a. Elementary teachers in in-service workshops which model experiential learning style.

   b. Provide experiential learning activities for teachers in the in-service workshops.

2. Provide experiencial environmental career units project teachers to use in their classes.

3. a. Evaluate students' performance with relation to career education and environmental education attitudes and awareness.

   b. Publicize the results of the evaluation.

Junior High School

1. Establish a resource center for career information and assistance in exploration.

2. Incorporate family model simulation into seventh grade curriculum.

3. Establish world of work, i.e. world of instruction and world of manufacturing in junior high school industrial education programs.

Senior High School

1. Establish career resource center at senior high school level.

2. Initiate career environmental relationship with work experience program.

Community Career Center

1. Operate Community Career Center office outside of school building.

2. Develop job placement program.

D. Results and Accomplishments:

1. Conducted summer in-service one-week workshops and one-day school-year in-service workshops for 53 elementary teachers and four selected schools involving indirect experience activities in environmental career education approximately 2,300 students.

2. Conducted in-service program development for ten junior high teachers.

3. Conducted two world of work programs in two junior high schools, using materials from world of manufacturing and world of construction.

4. Organized and operated a junior high career resource center and a senior high career resource center.

5. Organized and operated an unmanned career resource center involving mainly audio-visual materials.

6. Operated two work experience programs emphasizing environmentally related careers.

7. Continued advisory capacity in environmental technician course at area vocational-technical school.

8. Operated Community Career Center for dropouts and other out-of-school youth, offering information on alternative education plans and career decision assistance.

9. Developed three career education environmental units for elementary teachers.

10. Designed in-service work visitation experience for 50 elementary teachers in industry visit.

11. Follow-up study group, including administrators, teachers, and career resource personnel have met several times to design and conduct a follow-up study on career education effectiveness at Armstrong High School.

E. Evaluation:

1. Pre- and post-test career information and attitude surveys have been administered to a random sample of all student participants K-12.

2. Site visits and interviews have been conducted by the third-party evaluator with teachers and students in all participating schools.

F. Conclusions and Recommendations:

1. In order to have high impact and appeal to teachers, career education must coordinate with the existing curriculum and teachers must have participation responsibilities in the development of the program.

2. Teachers need to see a practical application for career education in their classes now. The promise that career education will have great import for their students in years to come has a psychological appeal but does not appeal to the problems that the teacher sees in the immediate situation.

VI. A. Problem area as defined in the original proposal.

It is apparent that American education needs new goals, new objectives and new vitality to meet both the needs of its clientele and of a society in rapid change. While the present system has served many students very well as is evidenced by the increased numbers attending post-secondary schools of any kind, only one student out of every five will graduate from college, yet our school programs are heavily weighted in the direction of college preparation. In view of these figures it seems that we should concern ourselves with dropouts at all levels of education, not simply elementary and high school, because the conditions that produce dropouts are similar to those in our post-secondary units. What about the dropouts who remain in school; those for whom school is an unrewarding series of academic failures and personal defeat? Counted among the graduates they disappear into the labor or unemployed force not to be heard from or counted again.

In short, for many students, school is a tedious and irrelevant period. The sterility of educational programs, the lack of congruence between school and society, and anachronistic educational priorities combine to insure that the rate of dropping out will increase unless the system undergoes a revitalization process. Revitalization would shift the emphasis from program dictates to students' needs, from irrelevant and academic exercises to community based studies, and from knowledge acquisition to competence in confronting both the world of work and society.

The problem defined for investigation within the scope of this project is an acknowledgement of the failure of schools to bring most students to a level of competence needed to cope with career decisions, job acquisition and maintenance and effective citizenship, in particular citizenship related to efforts in community-environmental management.

Historically, schools have borne little responsibility for sound career development or environmental sensitivity, yet both are major societal needs. As environmental problems increase there will be a corresponding increase in demand for citizen awareness and for manpower in environmental control occupations. This suggests that the mission of the schools for now and for the near future could be to provide its clients with a career awareness and with an ecological approach to community environmental problems. When appropriate these two educational foci could be combined. That is the intent of this project.

Therefore, the problem to which project efforts are addressed is "to structure the curricula of the various grades in order to utilize materials which will help students develop an ecological conscience and a positive attitude toward jobs (particularly those) pertaining to the wide utilization and maintenance of the environment."

A focus on the world of work as it relates to the field of environmental services has been chosen for this program for the following reasons:

1. The availability of materials and support in the form of curricular materials, in-service training, expertise and community resource utilization from the Minnesota Environmental Sciences Foundation.

2. The interest of youth in programs related to preserving the environment. It is increasingly possible that young people will want to direct their career aspirations in this direction.

3. It is in our national interest to define new jobs or redefine existing ones with a view toward preserving and maintaining the environment. Therefore, new job opportunities will be opening without predetermined standards regarding sex, race, or physical and mental abilities.

4. There is a broad spectrum of job opportunities related to the field of socio-ecology. Such jobs encompass the fields of environmental education, environmental research, legislation, the aesthetic, recreation, management and utilization of resources, urban and rural planning, and technological development.

Certainly, therefore, the environment is a means to a living.

B. Goals and objectives of the project.

Objectives

The overall objectives of the program will be (1) to develop an ecological conscience in all students, kindergarten through high school, and (2) to direct this ecological awareness toward job opportunities related to the environment.

Specific objectives would be directed toward providing a smooth sequence through the grades. These objectives are stated by grade level:

Elementary:

To train teachers in selected elementary school to include a study of the world of work in any and all appropriate areas of the curriculum, particularly in the area of environmental services.

To familiarize children in selected elementary schools with a variety of occupations. Points for consideration would include the demands and benefits of the different jobs, working conditions, availability and the relevance of school subjects to work opportunities.

To draw upon all community resources, particularly those from the Minnesota Environmental Sciences Foundation, and all techniques to make the program vital and interesting.

Junior High School:

To expand the students' knowledge of occupational opportunities.

To add depth to students' ecological awareness and related job opportunities in the community.

Senior High School:

To institute a program of training which will provide exploratory and beginning skills in jobs related to the environment. These programs would serve to:

1. Provide entry-level skills in an occupation, or

2. Serve as transition to post-secondary level occupations, or

3. Serve as exploratory courses for students considering degree programs in environmental services.

4. To provide work experience in actual on-the-job situations. It would be necessary to develop a bridge of understanding and cooperation between educational agencies and the community in order to define those occupations which would be related to the preservation of the environment.

5. To provide placement services for those students who achieve entry-level skills in these occupations.

6. To provide vocational counseling and guidance to all students which would include information on occupations and the administration and interpretation of tests of interest and aptitude.

7. To inform students of what educational patterns are necessary and desirable for any occupation and make them aware of which of these are locally available. Included in this information would be analyses of the probable cost in terms of time, effort, and money. In those cases where desired occupations are not locally available, information would be given on where and how they might best be sought.

Post-Secondary:

To continue and expand the training programs already in effect.

To enable those with socio-economic handicaps to participate in these programs.

To expand the cooperative work experience aspects of the program.

To expand the existing vocational counseling program.

To expand and strengthen the placement services existing within the post-secondary program.

The specific objectives at each level are sequential. The overall single objective might be stated as developing a continuum in which the child, as he grows, learns about many occupations, finds that one for which he is suited and in which he is interested, is shown how to prepare for it and, in many cases, is trained for and placed in it.

C. Description of design and procedures.

Participation

In fulfilling the objectives for a sequential program K-14, it is necessary to implement a design which has scope and sequence for each level of participation. The project has addressed itself to this task by providing phases at each level of the school system. At the same time particular attention needs to be paid to each individual phase for it needs to be able to stand alone in the demonstration of a viable career education program.

We have intentially limited participation at all levels in order to concentrate on control and quality of operation. It was decided that greater program effectiveness could be obtained by this scheme than by greater expansion. Evaluation and management of teacher in-service is more practical also. Generally the desirability to participate and a willingness to plan an implementation process were prime criteria for involvement.

Students

Total Population	1972 Project Population	1973 Project Population	Projected Population FY 74
Elementary	561	1,430	2,370
Junior High	0	800	1,400
Senior High	1,621	1,922	2,000
Services for dropouts	111	357	unknown
Post-secondary	20	20	20

Instructional Staff

Component	Number
Elementary	53 K-6 classroom teachers
Junior High	11 (planning staff representing all departments)
	1 Career Resource Technician
	2 Industrial Arts teachers
Senior High	2 Work Experience Coordinators
	1 Career Resource Technician
Community Career Center	1 Career Counselor
	1 Job Counselor Technician
Post-Secondary	1 Classroom Teacher

Method

Elementary:

In recognition of the need for combined career environmental curriculum materials and for in-service focusing on the modification of teaching attitudes, project staff:

1. Redesigned existing environmental education materials available through the Minnesota Environmental Sciences Foundation, Incorporated (MESFI), building in broader community based experiences, emphasizing observable career resources in the community.

2. Designed and conducted a five-day preschool workshop for elementary teachers incorporating the following goals:

   a. Provide teachers with the first-hand knowledge through direct experience of materials, tools, equipment, and resources for an actively oriented career development program.

b. Engage teachers in original problem-solving activity making them directly responsible for planning, designing, executing and completing a project of their own creation.

c. Foster needed intergroup relationships which could be transported securely back to the school setting and result in continued horizontal communication which would be supportive of the objectives of the program as well as the individual instructional goals of each participating teacher.

d. Display, through involvement in meaningful activity, the interdisciplinary nature of the curriculum to be introduced in the fall.

e. Demonstrate that an interdisciplinary career development program based on environmental studies is not only a useful and enjoyable alternative for both teachers and youngsters but may be a superior means of achieving many of the professed goals of general education.

f. Express to teachers the importance of incorporating elements of career development philosophy into their own educational philosophy in such a way that it is revealed to youngsters through the instructional program offered them.

g. Acquaint teachers with the goals of the project and their role in it; and acquaint ourselves as project staff with the teachers who have the responsibility for implementing the program.

3. Installed program in four elementary schools at seven different grade levels with the following teacher populations:

Grade	Northport		Pilgrim Lane		New Hope		Sunny Hollow	
	Teach.	Stud.	Teach.	Stud.	Teach.	Stud.	Teach.	Stud.
K	2	98	2	90	1	48	0	0
1	1	25	2	55	4	92	0	0
2	1	25	3	78	3	77	1	25
3	5	125	3	65	2	51	0	0
4	2	49	5	120	2	46	2	51
5	0	0	3	88	2	49	1	25
6	1	24	4	99	0	0	1	25
	12	346	22	595	14	363	5	126

4. Monitored program through conferences, continued in-service, student evaluation program and classroom materials evaluation program.

5. Encouraged project related field trips and use of resource people to provide experiential background for environmental study. Below is a chart for four project schools in terms of their use of the District resource facilities.

Community Education Office Data

School	Resource People 1972	Resource People 1973	Field Trips 1972	Field Trips 1973
New Hope*	5	32	4	29
Northport*	18	32	20	35
Pilgrim Lane	46	40	15	30
Sunny Hollow	33	154	36	47

*not project schools in 1972

It would appear that the career education concept of using outside resources in the classroom and visiting business, industry, and institutions outside the classroom or field trips has become a recognized tool of the classroom teacher. The careers project has encouraged their use of community resources and the school district's Community Education Office has enabled teachers to avail themselves of the community resources with little extra effort on the teachers' part. It would be honest at this point to state that an effective Community Education Office which can call upon a host of volunteer community resources for classroom presentation of field trip sites at the heart of utilizing the community. The district co-sponsoring this project has a fine, well-organized program for this service.

A description of the directions and materials provided for elementary teachers to develop their own individual integrated units is found in Appendix I. An outline for writing a performance based unit with related career elements is connected to a matrix for

selecting appropriate content. This is further detailed in a model of workshop discussion. In addition, in-service workshop techniques included teacher visits to industry with planned experiences and reports prepared and shared with fellow teachers at the following in-service workshop.

Appendix II illustrates the junior high school staff integration material and a summary of Hosterman Junior High Career Education staff involvement with dissemination activities.

Appendix III is a review of the Armstrong Senior High Career Resource Center including a description of function, summary of services, inventory of materials, and copy of a student career planning pamphlet produced and distributed throughout the school.

Appendix IV is a report of one of the units used in a workshop-experience cooperative education class sponsored by the project illustrating career education/environmental education relationship in an involvement activity.

Appendix V is a description of the post-school Community Career Center leaflet distributed at the all-school Career Fair and a yearly report on the Center's activities.

D. Results and Accomplishments.

Robbinsdale area schools have had well defined career education plans for years. This interest has produced many career education activities involving teacher attitudes and relevancy of curriculum. This has been true particularly at the secondary level where recent efforts spearheaded by Robbinsdale area school officials have resulted in the establishment of a 13-school-district consortium for vocational education. Careers Project has enabled many District 281 teachers to fulfill ambitions to integrate career education with the regular school program.

Specifically the Careers Project has enabled 53 teachers in four elementary schools to combine career education elements with subject units for a more interesting attractive curriculum. This means opening the classroom doors in a dramatic manner.

The report on resource people and field trip activity in these schools substantiates this claim. While enthusiasm for career education has been high, the actual manner of systematic implementation has not been known to the administrators and schools until

the Careers Project became real. Teachers and administrators were more inclined to look at isolated activities rather than program objectives.

The junior high involvement with career education has spread throughout the school system. Hosterman Junior High is visable as an innovative school and has produced a viable plan to include teachers from subject areas in planning and concentrating on career orientation for subject relevancy. It has been a means of uniting the efforts of the entire school. The industrial arts teachers who have been involved with World of Work programs have been so enthusiastic that in one junior high school the entire industrial arts department course offerings are being revised.

The senior high school Career Resource Centers are considered a strong addition to the guidance department. A recent visit with the Director of Pupil Personnel Services at Armstrong High School said that the Career Resource Center had proved so valuable that he was beginning to make every effort to continue the program through local funding. Other administrators and counselors have repeated that sentiment.

The effect of concentrated career information and active assistance in career decision-making is a long recognized function of counseling; and the Career Resource Center has proved it can fulfil that function most satisfactorily.

The Community Career Center has extended the school counseling function to out-of-school youth where the need for immediate career planning is the g eatest. The system of contact with dropouts and the history of success speaks for itself. This function and service is viable. The residents of the district along with the business community have heartily endorsed the work of this Center.

In the fall of 1972, Suburban Hennepin County Area Vocational-Technical School serving the western suburbs of Minneapolis initiated its program for Environmental Technicians. Barbara Clark, Project Co-Director serves on the Advisory Council for this program. Forty students were enrolled, twenty on each of two campuses. Since the major determinant for a program is employability of graduates, mid-year surveys of the market were conducted in accordance with District policy. The survey revealed that, contrary to original beliefs, placement would be exceedingly difficult. A decision was made to reduce the class size and to refrain from accepting further applications for the program. The program is presently in a "hold" position awaiting

national developments in revenue sharing and release of E.P.A. funds which it is thought will make monies available locally for environmental technology jobs. In the meantime the possibility of offering a Career exploration program in environmental technology is being examined. This program would serve junior and senior high school students from the several districts, including Robbinsdale, which make up Intermediate District 287.

E. Evaluation. See Appendix VI.

F. Conclusions, Implications and Recommendations.

The project has become fully operational in all four levels during this year. Each component has an individual goal and separate identity, and yet the entire program has consistency and interrelated flow.

Specifically the elementary teachers and non-vocationally oriented secondary teachers appear to be willing to be involved with career education to the extent of their own personal work experience. It seems reasonable to assume we all view things and understand concepts through the light of our own experience or lack of it. The entree to teachers' acceptance of career education where their own lives have not provided for it seems to be towfold: one, actually provide some experience by way of field trips for teachers with first-hand discussions with workers in a variety of levels of sophistication and then expect a teacher can assimilate the work experience vicariously to cause a change of attitude; and two, by example and demonstration show the teacher that an academic concept can more effectively be learned by students through career education activities employing the career education elements. Teachers, like everyone else, are not going to change their ways unless they feel uncomfortable with those ways and are showed a more promising way. Vocationally oriented teachers are more willing to accept the career education concepts if they can see that it includes all subject areas in a cooperative effort. The dicotomy that has generally existed between vocational and general education need not exist at all. The above observations suggest that the teachers attitudes are crucial to the success of the program. Career education is not going to be successful as an edict handed down. Career education is more process than content.

Teachers are individuals and schools and communities are different. Situations are unique in each classroom. This condition which we have generally encouraged teachers to recognize is at odds with a prescriptive program of any kind. In other words, if a teacher is expected to handle his class in the most effective

manner, relying on his professional judgement to evaluate the pupils and the situation, he is then also capable of choosing the best manner of implementing career education elements in his teaching.

A career education program at the outset must recognize this or else it is dead. A career education program which is prescriptive and tells the teacher what to study and when is going to be rejected at the outset because it in effect becomes a curriculum of subject in competition with the three R's and other traditional subject areas. But the career education program which demonstrates to the teacher that he will be able to be more effective in teaching the three R's and other traditional subjects through career education elements will have won a chance for an even break.

The obvious recommendation is therefore that career education elements be introduced to teachers who are ready for it and who see the need and the manner in which they might individualize the effect.

The project staff found that limiting career education to environmentally related careers caused unwanted limitations. A narrow focus is actually counter to the philosophy of career education which encourages youngsters to explore as widely as possible in the career cluster which interests them. A program which does not provide for this but limits information and exploration to one cluster cannot be true career education. This is not to say that environmental education is not emphasized. It is in the best sense of the word because the environmental cause is highly compatible with career education in the total environment. It is the narrow focus on environmental careers which has been expanded to include all careers in the interest of program effectiveness.

The Community Career Center has proved to be a successful extension of the school district's counseling obligations to youth and others who have left the school system. The manner of operation has been proved effective. The success of the Center has been demonstrated. The only choice left is for the School Board to give budgetary priority to the program which is not revenue producing. State school aids are frequently based on school attendance and/or enrollment in day-school programs. When a youngster drops out of day school the school's interest too frequently drops with him except for an occasional personal contact with an interested teacher or counselor. This

may account for the lack of such programs at present. Some means must be found to encourage districts to finance these centers. Short money supply has become a fearsome foe of non-revenue producing programs. The interest which has been generated in the business community for the CCC may provide incentive for positive School Board action.

APPENDIX I

Elementary Curriculum Development Description

4/5/73

ENVIRONMENTAL CAREERS PROJECT

Year Three Program

You are reaching the end of either one or two years in the Environmental Careers Project. Congratulations! We hope that you have found it to be an enjoyable and worthwhile time for both you and your students. So much so, that in fact you will want to continue the program during Year Three and the years to follow as long as you continue to find that it contributes to the achievement of your instructional goals.

As you might imagine we are developing plans for Year Three now. You will find them to be somewhat different from Years One and Two. To explain, we are inviting all teachers to continue participating in the program. However, we are requesting that you develop your own program based on your past experience. What you plan can be supported financially in part by us. Should you choose to participate by planning an environmental-careers mini-program we would like you to describe that program to us in the form of a proposal. If we accept your proposal, you will receive a "grant" from us to carry out your plan.

Why have we shifted gears and gone to participation by proposal? There are several reasons. First, the total number of proposals developed will give us an indication of the success we've had to date in the program. If we receive five proposals out of a potential 53, we will know something is amiss. On the other hand, if we receive 40, how can we help but be pleased! Secondly, after Year Three, everyone will be on their own. To make the transition less abrupt, we chose a program format that will make you semi-independent while we are still on the scene. Our hope is that independence is not a limiting factor in the continuance of the program. If it is, we shall learn this next year (a year before most projects do!). Thirdly, we have fairly strong feelings that teacher-created programs have a better chance of success than do programs imposed from outside. We are therefore testing this hunch by requesting that you design your own program to which you will presumably make a commitment.

Our current estimate of grant size available to each of you is $66.00 per teacher. This can be used to cover the cost of materials, supplies and transportation. Should fewer participate, then the figure will increase proportionally.

Our role with respect to your program will be one of maintenance. In other words, should you decide to participate, we will help you with your proposal, procure supplies and monitor your progress. We will not be offering more inservice but we will be available as "consultants" as we have been in the past. This is, of course, by design and should promote increasing independence.

Addressing ourselves more specifically to the proposal, we should like to confine it to something relating environmental education and career education as in the past. Within these limits there is a great deal of latitude. You may choose to request support to continue teaching the unit recommended for your grade level. You may create a brand new unit, you may select a new approach to District materials and "program" or propose any variation on these general themes. Whatever you choose to do it should be clearly described in your proposal. Guidelines for proposal development are included here to get you started.

A Teacher's Guide to Proposal Development

A proposal is simply a request for support. In some cases that request is for direct financial assistance to accomplish some program goal. In other cases, a proposal may be developed for purposes of seeking a written or verbal commitment only to an innovation such as the change in schedules, staffing or policy which would be necessary to accomplish a program goal. Whichever kind of proposal is developed, its purpose and design must be clearly stated leaving no doubt in the mind of the reader that the support requested will enable the writer to accomplish specific program goals.

To assist you in your proposal development task we have prepared the attached "guidelines" and an accompanying set of explanations. Read through the guidelines and explanatory material and if you have further questions, please contact us.

A Guideline for Proposal Development

1. Description of Program

2. Behavioral Objectives

3. Evaluation/Checking Progress

4. Schedule of Activities

5. Budget

****

Each proposal should cover the above items. On the next page are some questions and explanatory notes which will help you complete the items. In addition we will provide you with all the assistance we can to make this an enjoyable and useful experience.

Explanatory Notes

1. Description of Program:
   A. What is it you want to teach?
      Describe the concepts or skills or both you expect the children to learn.

   B. In what specific activities will children become involved in this program?
      Describe several major instructional activities which you would have your students engaged in as part of this program. If you can, place the activities in sequence as the children might experience them.

   C. What materials and procedures will you select to teach what you plan in your program?
      Describe the resources, field trips, curricula, tools, hardware, etc., that you will need to implement your program. Also try to picture how you will organize and instruct your class and describe that if you can.

   D. Check your above description with another person to see if they understand what you are planning. Often their questions will help you clarify your thinking.

2. Behavioral Objectives
   A. What behavioral changes can you expect to observe in children at the completion of your program or;

   B. What will they be able to do after the program that they could not do before and to what degree?
      Specifiy some behaviors you could observe if the children learned what you intended them to learn. Remember you or anyone should be able to <u>see</u> this behavior.

   C. As you check your list of behaviors do you find they are important as measured against what you wanted to accomplish?
      Some behavioral objectives are trivial others represent important educational "leaps" for kids. Check yours with another teacher but remember we all have different educational values.....

3. Evaluation/Checking Progress
   A. What measures will you use to find out whether or not what you specified as learning objectives was in fact learned?
      If your objectives were stated in behavioral terms, then you have an evaluation system in hand.

   B. What means will you use to monitor progress throughout the program to ensure that what you planned is what is actually going on?
      Logs, books, visits from our staff, student reports of progress are good program monitoring tools or aids. (See following)

4. Schedule of Activities
   A. What are the important activities and when will they occur? (See Description of Program)
      If you plot out a time line of events you will have built-in monitoring check points.

   B. Who is responsible for completing the identified activities?
      Some activities will be strictly your responsibility (e.g. ordering a bus), others will be the youngsters. Try to assign responsibilities as you develop your time line.

5. Budget
   A. What major items must be purchased before the program is implemented?
      Estimate cost or check with us.

   B. Will there be transportation costs involved?

SUBJECT AND CAREER EDUCATION MATRIX

ER CATION CEPTS	SUBJECT AREAS SKILLS/UNITS MATH	LANGUAGE ARTS	SOCIAL STUDIES	SCIENCE	ENVIRON. EDUC.	ART	PHYS. ED.	MUSIC
ER AWARENESS itude to work itude to workers								
ER ORIENTATION o. about careers lusters errelatedness erdependencies								
EXPLORATION servation rker interviews k experience cational Awareness								
ER IMPORT Self Psycho. & Econ. cietal Social & Econ.								
ER PREPARATION asic skills pecific skills								
CISION-MAKING Personal Valuing								

Careers Project
Don Johansen

SUGGESTIONS FOR WRITING A UNIT IN CAREER EDUCATION

In an attempt to anticipate some of the problems a teacher may encounter while writing a unit emphasizing career education, a series of questions has been prepared. It is expected that if a teacher uses his own students as a resource to discovering the answers to these questions, he/she will have generated the major content for a useful unit. No attempt has been made to prescribe a certain teaching style or instructional method which the teacher may find uncomfortable. The imagination and creativity which distinguishes a particular teacher from others is encouraged and this process is not intended to detract from that uniqueness. These suggestions are only presented here to assist in the production of the unit.

1. What activities outside the classroom are many of your kids interested in? You may want to ask the kids. List all the activities and interests that seem generally attractive to your kids.

2. Select one activity or interest and decide which careers, industries, businesses, jobs, services, occupations, crafts, and trades are directly related.

3. Look at the career clusters. Under which cluster would these careers fit? Can you name some additional related careers in that cluster?

4. After you have become acquainted with the career education concepts, think about the interest and experience level of your students and select at least one concept which you consider appropriate to focus on in your unit. It will be necessary for you to decide at this point how you will tie the unit into your own content.

5. Who can best be a resource for this activity or career possessing first-hand experience?

6. Where is the best place for students to obtain some experience with this activity?

7. How can the teacher provide some useful experiences with this activity?

8. What indicators of student involvement will satisfy your standards for successful student participation?

EXAMPLE OF A TEACHER USING THE SUGGESTED QUESTIONS AS A GUIDE TO WRITING

1. A fifth grade teacher talked to her class and found that they were interested in the following outside school activities:

skiing	paper routes
slumber parties	skating
camping	hobbies--collecting things
chess	swimming
reading	baby sitting
scouts	dancing lessons
kites	music lessons

2. After thinking about these activities, the teacher decided she would like to do some things with the kids interested in paper routes. It certainly seemed to be related to work, had appeal to many of her kids, and was real because it is often one of the first jobs that kids are able to qualify for while in the elementary school. The teacher thought of all the occupations related to newspaper production--printing, writing, distributing, selling, advertising, communication, etc.

3. After examining the clusters she decided that although a newspaper route could fit easily into the cluster of personal services, communication, media, she would choose marketing and distribution, since she preferred in this unit to concentrate on the deliverying of a product and the attendent financially related problems. She added the directly related careers on market survey, delivery systems, and supervisory personnel as well as shipping and delivery, warehousing, inventory control, and assembling and packing.

4. Reviewing the career education concepts she noticed that a paper route carrier might illustrate to her kids the importance of attitudes about work. The job might also be used to show relationships between certain jobs and thus reveal specific pieces of information about the career orientation. Certainly a carrier needs to realize and be competent in specific skills in mathematics needed for handling accounts with customers and the company. Basic skills is social studies information regarding news distribution and information dissemination as well as language arts skills involved in newspaper production. Communication skills are interlaced throughout the distribution process from "selling" a customer to corresponding with the company about business transactions. The job exploration concept may be evident through individual methods of being with youngsters on the job. The concept of work in relation to self-worth and economic value is within the grasp of each kid. Finally each kid will form a personal opinion about paper routes from the unit and could constitute a decision regarding the work.

Because the teacher wanted to take advantage of the strongest area of student interest she decided to utilize the concept of work having value for self. This is a natural for illustrating the rewards of work in both an economic and psychological sense. A boy or girl who earns money performing an important service deserves to experience self worth. The teacher knew she could take this interest and use it to support some subject matter content she thought was important, i.e. some mathematics skills. She could have chosen social studies skills or communication skills with equal ease.

5. The best resource for an in-school interview with someone possessing first-hand information might be a boy or girl who has a paper route. The student might be in another grade. Or the teacher may decide to ask a panel of students with routes to react to questions on the subject. She decided to ask a group of her students to plan ahead of time the kinds of answers they wanted to explore such as values and respect, money handling problems, weather conditions, customer complaints, collecting, accounting, and use made of the profits.

Another resource from the community might be a mother or father of a son or daughter with a route. Problems and benefits could be explored from another angle. A paper route supervisor from the newspaper company might be happy to talk with the class. Spin-off topics could be explored and the teacher will want to make certain the proper emphasis is given to the importance of the skill acquisition she wishes to emphasize.

6. Field trips may be arranged to a newspaper distribution center. It may be that no field trip is considered appropriate to this activity and the concepts for this unit. The best place to get involved with the concepts may be the classroom itself.

7. Filmstrips are available to use with practically any activity. This teacher thought about the math skills suggested by the resource people and incorporated the problems in her math class content. In order to liven the subject a little she encourages the kids to design some o design some role-playing situations using math skills found in a paper route.

8. The teacher checked students' reactions to parts of the unit making notes to change parts in her final written version. In writing the final version the teacher kept in mind:

A. A unit should be successful with most kids in the class. The teacher decides what constitutes success.

B. Another teacher in a similar class should be able to pick up the final version of the unit, understand it, try it in class, and expect comparable results.

CAREER EDUCATION CONCEPTS

Awareness of Self through work

- Attitude toward work
- Attitude toward workers

Career Orientation

- Information about careers
- Clusters--relations through things, ideas, people
- Interrelatedness and interdependencies of work

Job exploration

- Observation
- Worker interviews
- Work experience
- Educational avenues

Career Import

- Work value for self
  - Psychological
  - Economical
- Work value for society
  - Sociological
  - Economical

Career Preparation

- Acquisition of basic skills needed for work
- Acquisition of Specific Skills needed for work

Decision-making

- Personal valuing related to current available information, attitudes, and abilities.

OCCUPATIONAL CLUSTERS SUGGESTED BY U.S.O.E.

Agri-business and Natural Resources
Business and Office
Health
Public Service
Environment
Communication and Media
Hospitality and Recreation
Manufacturing
Marketing and Distribution
Marine Science
Personal Services
Construction
Transportation
Consumer and Homemaking Education
Fine Arts and Humanities

SOME CAREER EDUCATION ACTIVITIES WITH EXAMPLES

1.	Field trip	Veterinarian at an animal clinic.
2.	Resource people in classroom	Auto mechanic.
3.	Work observation	Arrange ahead of time to talk to the participants, both those on view and those behind the scenes. Help a parent at home or at place of work, assist the school librarian, serve as a candy striper at a local hospital, have a paper route, sell magazine subscriptions, raise a garden.
5.	Audiovisual aid	Borrow films, filmstrips, slides, tapes, and records through the public library. (See bibliography that accompanies this guide for further audiovisual sources.)
6.	Role-playing	Skit depicting community with a storm causing power failure, and the jobs which are affected as a result.

7. Career games	Class-generated games, i.e. "What's My Line?"; or charades acting out careers; or pinning a job title on each student's back and having each one find out "who he is" by asking each other questions; or a take-off on the "Dating Game" with one student questioning three others about careers they represent but cannot directly divulge, and then choosing which career description is personally most appealing.
8. Presentation	Students may pursue special interests by reading career resource books and/or interviewing people, and then reporting to class.
9. Projects in class	Younger pupils may bring "Daddy Bags" containing tools of fathers' careers. Older pupils may conduct neighborhood surveys concerning what people do or where they work.
10. Interclass projects	Pupils in one grade may help or work with pupils in another grade. Junior high students could run a day-care center one morning a week or interview senior high students about their career choices.
11. Simulated work	Divide the class into two companies that do business with each other. They can do correspondence, telephone communicaton, and direct sales, while bringing in a variety of careers such as payroll clerk, secretary, public relations, office manager, mail clerk, salesman, and maintenance.
12. Counseling and guidance	Activities to discover one's likes and dislikes and discussions based on why we hold different attitudes.
13. Information Center	Resource materials including books, pamphlets, guides, magazines, newsclippings, and bulletin boa ds with information about careers.

APPENDIX II

Junior High Integration Material

ARMSTRONG SENIOR HIGH SCHOOL
GUIDANCE DEPARTMENT

CAREER RESOURCE CENTER

The Career Resource Center at Armstrong began functioning on a "full-time" basis in February 1972. At that time a staff member was added under the Federal Grant in Career Education on which the Minnesota Environmental Science Foundation and the Robbinsdale School District are working cooperatively. Prior to that time a limited number of students were able to be served because of a limited staff.

Use of the Resource Center by the students increased gradually, but steadily, as more and more students and faculty became aware of the availability of information and services. Student use went from an average of 8 students per day to the present figure of 30-35 per day. All facets of student career needs are now handled in the Resource Center and the areas covered range from single questions and help in filling out applications to an extensive investigation of an occupation. The latter includes, when possible, time visiting the actual job setting. Students are free to come in on their own Independent Study Time, are referred by their homeroom or classroom teachers and counselors, or are given a specific classroom assignment to be completed in the Resource Center. All materials can be checked out for a period of time determined by the student. In addition to "information giving", there have been successful Junior class career groups, a mini-course in Decision Making for Seniors and Job Application Skills groups for Sophomores will be starting in March.

Not only has student use of the Resource Center increased, but faculty use, as well, is increasing rapidly. The past year teachers have made many assignments to the Resource Center as part of their classroom work. As an example, students in the child development area of the home economics course work must research careers in the child development field in the Resource Center; math class students involved in the career units use the Resource Center and must list resources used (at least 3) plus make arrangements for interviews they cannot make on their own; students in the special education classes have done a brief job description. These are only a few of the ways specific assignments were used. In addition, presentations to large and small groups have been made and range from an orientation to the Resource Center to detailed school and job information. Classes have been given the Strong Interest Survey, assistance with class GATB Testing has been furnished, as has help in planning and executing Career Days. New ways of providing services to students and faculty arise regularly and are explored by the Guidance Department.

Needless to say, we are pleased with the individual and group help we have been able to provide our students. To date, neither a student nor faculty evaluation has been made.

ARMSTRONG SENIOR HIGH SCHOOL
GUIDANCE DEPARTMENT

INVENTORY SPRING 1972-73

2 A Chance To Go To College 1971 College Entrance Examination Board
1 Accredited Institutions of Higher Education 1970-71 American Council on Education 1970 $3.95
1 ACT Financial Aid Services American College Testing Program
4 Admissions and Financial Aid Procedures at College Board Member Colleges for Students Planning to Enter in the Fall of 1972 College Entrance Examination Board
4 Admissions and Financial Aid Requirements and Procedures at College Board Member Colleges--For Students Entering College Fall of 1971 College Examination Board, New York 1970
2 Agricultural, Forestry, and Oceanographic Technicians Sidney $11.95
Aim for a Job Series
1 Aim for a Job as an Electronic Technician $3.99
1 " in a Hospital $3.99
1 " in Air Conditioning & Refrigeration $3.99
1 " in Appliance Service $3.99
1 " in Drafting $3.99
1 " in Graphic Design/Art $3.99
1 " in Restaurants and Food Service $3.99
1 " in the Bakery Industry $3.99
1 " in the Iron and Steel Industry $3.99
1 " in the Pipe Trades $3.99
1 " in the Textile Industry $4.00
1 " in the Trucking Industry $3.99
1 " in Watchmaking $3.99
1 " in Welding $3.99
1 American Junior Colleges 7th Ed. Gleazer American Council on Education 1967 $14.00
1 American Junior Colleges 8th Ed. Gleazer American Council on Education $18.00
1 American Universities and Colleges 10th Ed. Singletary American Council on Education 1968 $22.00
1 The Annual Guide to Undergraduate Study 1973 Ed. Vol. II. Peterson's Guides 1972 $10.00
1 Barron's Guide to the Two-Year Colleges Seymour Eskow Barron's Educational Series, Inc. 1967 $3.95
3 Barron's How to Prepare for College Entrance Examination Barrons Educational Series 1972 $3.95
3 Barron's How to Prepare for the College Testing Program Barron's Educational Series 1972 $4.95
4 Barron's How to Prepare for the High School Equivalency Barron's Educational Series 1971 $3.95
2 Barron's Profile of American Colleges 1971-72 Benjamin Fine Barron's Educational Series, Inc. Woodbury, NY
1 Blue Book of Occupational Education CCM Russell $14.00
1 Building a Successful College Career 4th Ed. 1971 Wm Brown Publishers Carter & McGinnis $2.95
1 Business Career Kit Careers Largo, Florida
3 Career Education in the Environment Olympus Research Corp. for the U.S. Office of Education Superintendent of Documents--U.S. Government Printing Office Washington, D.C. $3.95
2 Career Education-What is it and How to do it Hoyt Olympus Publishing 1972 $3.95
1 Careers in Biological Science Sarnoff Messner 1968 $3.95

ARMSTRONG SENIOR HIGH SCHOOL
GUIDANCE DEPARTMENT

3 Careers in Graphic Arts
1 Careers in Horticultural Sciences Messner 1969 $4.29
1 Careers in Hotel Management McDonnell Messner $4.50
1 Careers in Social Service Messner $3.64 1969
1 Careers in the Legal Profession Messner 1970 $4.79
2 Catholic Colleges and Universities 20th Ed. 1971-72 Directory Catholic College Bureau
1 Challenging Careers in the Library World Messner 1970 $4.29
2 A Chance to go to College College Entrance Examination Board 1971 $3.00
2 College Bound Brownstein 4th Ed. Barron's Educational Series 1971 $2.95
1 College Charts Chronicle Guidance Publications
1 Colleges-Classified A guide for Counselors, Parents and Students Chronicle Guidance Publications, Inc. 4th Ed. 1971 $2.95
14 College Scope First Npls. Bank 1971 College Scope, Boston, Mass.
2 Community Service & Related Specialists Doubleday 1970 $11.95
1 Comparative Guide to American Colleges Cass & Birnbaum 1970-71 Harper & Row $4.95
1 Complete Planning for College Sidney Sulkin Harper & Row 1968 Revised and Enlarged Edition $3.95
1 Concise Handbook of Occupations Costello & Wolfson J. G. Ferguson 1971 $11.95
20 Deciding 1972 College Entrance Examination Board $2.50
2 Deciding: A leader's Guide College Entrance Examination Board
1 Dictionary of Occupational Titles (2 vol.) 3rd Ed. 1965 U.S. Dept. of Labor $12.00
1 Directory of Vocational Training Sources SRA 1964
1 Ecology, Conservation, and Environmental Control 1971 Doubleday $6.95
6 Education After High School Tom & Virginia Lycan North Central Publishing Co., St. Paul, Minn. $2.95
1 Educational Scholarships, Loan and Financial Aids Dept. of the Army Pamphlet Headquarters, Dept. of the Army, April 1969 #352-1
1 Einstein's College Entrance Guide 7th Revised Ed. Bernice W. Einstein Grosset & Dunlop, Inc. New York $3.95
1 Encyclopedia of Careers (2 vol.) & Vocational Guidance J. G. Ferguson Publishing Co. 1972
1 " "
1 " "
1 " "

Encyclopedia of Careers & Vocational Guidance Supplementary Books

1 Health Technician
1 Community Service & Related Specialists
1 Marketing, Business & Office Specialists
1 Agricultural, Forestry & Oceanography Technicians
2 Engineering Technicians Brooking $11.95
1 Essential Aspects of Career Planning and Development 1969 Humphrey $4.00
1 Exciting Careers for Home Economists Spencer 1967 $4.29
8 Factual Information on Private Vocational Schools
1 Fashion as a Career Heal 1960 $3.64
3 Financial Aid for College American College Testing Program 1972
1 Financial Aid for Students Entering College 5th Ed. Keeslar Wm Brown Publishing Co. $4.95
50 Financing Your Higher Education F & M Saving Bank
1 Free-access Higher Education Warren W. Willingham 1970 College Entrance Examination Board $6.50
1 Future Goals of Engineering in Biology & Medicine Dickson & Brown Academic Press New York & Longon
1 Guide to College Majors 1971-72 Chronicle Guidance Publications $3.95

GUIDANCE DEPARTMENT

1 A Guide to Professional Careers Duckat 1970 $5.64
1 The Guide to Summer Camps and Summer Schools 17th Ed. Sargent 1971 $6.95
1 Handbook of Job Facts 4th Ed. SRA 1968 $5.00
1 Health Careers Kit Careers Largo, Flordia
2 Health Technicians Kingsinger 1970 $11.95
2 Horizons Unlimited Medical Career Handbook 8th Ed. 1970 American Medical Association Chicago, Ill.
1 How to Beat the High Cost of College Cox 1971 The Dial Press, N.Y.
1 How to get into College and Stay There SRA 1970 $2.95
1 How to Prepare for College New Revised Ed. 1968 Abraham H. Lass Pocket Books, N.Y. $.95
1 If You're Not Going to College Spieler & Hamburger SRA 1959 $2.95
1 Industrial Careers Kit Careers Largo, Florida
1 Job Family Series SRA
1 #1 Jobs in Science
1 #2 Jobs in Mechanical Work
1 #4 Jobs in Technical Work
1 #5 Jobs in Selling
2 #6 Jobs in Clerical Work
1 #7 Jobs in Engineering
1 #8 Jobs in Mathematics
1 #9 Jobs in Building Construction Trades
1 #10 Jobs Health
2 #11 Jobs in Agriculture
3 #12 Jobs in Art
2 #13 Jobs in Publishing
1 #14 Jobs in the Performing Arts
1 #15 Jobs in Psychology
1 #16 Jobs in Unusual Occupations
1 #17 Jobs in Professional Home Economics
9 Living In-University of Minnesota Resident Halls University Housing U of M
1 Lovejoy's Career & Vocational School Guide Lovejoy 3rd Revision Simon & Schuster $3.95
1 Lovejoy's College Guide Lovejoy Simon & Schuster $3.95
1 Major Fields of Study 1971-73 Chronicle Guidance Publications $3.95
2 Marketing, Business, and Office Specialists Wiggs & Ferguson 1970 $11.95
250 Money for College College Scholarship Service College Entrance Examinations Board
30 More Education More Opportunity Off. of Health, Education & Welfare U.S. Government Printing Office
1 The NACAC Handbook of Member Colleges and Universities 1972 NACAC $15.00
19 Need A Lift? American Legion Educational & Scholarship Program Americanism Division, Indianapolis, Ind. 46206 1970
1 New York Times 1972 Guide to College Selection 1971 6th Annual Revised Edition Quadrangle Book $4.95
1 Occupational Exploration Kit SRA Assoc.
1 Occupational Information: the Dynamics of its nature & Use 3rd Ed. Dear & Roeber SRA 1964
8 Occupational Outlook Handbook 1972-73 Edition U.S. Dept. of Labor
1 The Official Catholic College Guide U.S. Catholic Conference $1.45
20 Off to College 1971 Guidance Research Group Huntingdon College
15 Off to College 1972 Publications-Off to College Montgomery, Ala.
1 On the Job Training and Where to Get it Liston 1967 $3.64
1 On the Job Norton Ferguson Publishing 1970 $7.95
2 Opportunities in Environmental Careers Odom Fanning 1971 Vocational Guidance Manual

ARMSTRONG SENIOR HIGH SCHOOL
GUIDANCE DEPARTMENT

1 Opportunities in Oceanographic Careers Odom Fanning 1969 $5.75
14 Paramedical Training in Minnesota
1 Preparing for College Bette J. Soldwedel The MacMillan Co. $1.95
Guidebook For Parents
1 Science & Engineering Careers Kit Careers Largo, Florida
1 SRA Career Information Kit SRA Association Chicago
1 Starting and Managing Series Small Business Administration
1 #1 Business of Your Own
1 #2 Credit Bureau & Collection Service
2 #3 Service Station
2 #4 Bookkeeping Service
1 #5 Building Business
1 #7 Motel
1 #8 Duplicating & Mailing Service
1 #9 Restaurant
2 #10 Retail Hardware Store
1 #11 Retail Drugstore
1 #12 Dry Cleaning Business
1 #13 Automatic Vending Machine
2 #14 Carwash
1 Student Aid Annual 1970-71 Chronicle Guidance Publications $3.95
1 Student Aid Annual 1971-73 Chronicle Guidance Publications $3.95
2 Student Aid Bulletins 1970-71 Chronicle Guidance Publications
2 Student Aid Bulletins 1971-72 Chronicle Guidance Publications
1 Summer Camp & Summer Schools 17th Edition 1971 Porter Sargent Publishers 11 Beacon St. Boston, Mass. 02108
1 Summer Employment Guide 1971 University Publications Denver
2 Technician Education Yearbook Prokken Publications 1969-70 $8.95
1 The Blue Book of Occupational Education 1971 CCM Information Corp.
1 The College Blue Book (10 vol.) (2 vol. 1, 2 vol. 2) 13th Ed. 1969-70 CCM Information Corp. NY 1969
6 The College Handbook College Entrance Examination Board 1969 $4.75
1 The First Years in College Riolin, Fraser, Stern 1965 Houghton, Mifflin Co. $3.95
1 Thirty Three Ways to Meet the Spiraling Cost of a College Education J. K. Lasser Cornerstone Library New York $1.25
1 Vocational Biography May 1971 Vol. 7. Scholarships, Summer Employment, Jr. College, Landing A Job, Apprenticeship
1 Vocational Biography April 1972 Series B Vol. 7 Business for Yourself
1 Wall Street Careers Garnoff 1968 Messner $3.64
1 Women's Higher & Continuing Education: An Annotated Bibliography with Selected References on related aspects of Women's Lives Westervelt & Fixter College Entrance Examination Board 1971 $1.50
1 Your Calling as a Brother Cashin Acron 1966 $3.99
1 Your Calling as a Nun; a sense of Mission Sister Mary Maureen Rosen 1967 $3.78
1 Your Career if You're Not Going to College Splaver Messner 1971
1 Your Career in Aviation; Skyhawks Neal Messner 1963 $3.64
1 " Chemistry Bleicher Messner 1964 $3.64
1 " Civil Service Lieber Messner 1966 $3.64
1 " Electronics Neal Messner 1963 $3.95
1 " Engineering: Engineers Unlimited Neal Messner 1968
1 " Film Making Gordon & Falk Messner
1 " Interior Design Doyle 1969 $4.29
1 " Medical Research: Disease Detectives Neal Messner 1959 $3.64
1 " Medicine Bleich Messner 1964 $3.64
1 " Oceanology Boyd Messner 1968 $3.95

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1 Your Career in Parks & Recreation McCall Messner 1970 $4.29
1 " Physical Therapy Darby Messner 1969 $3.64
1 " Selling Liston Messner 1967 $3.64
1 " Teaching Dowdell Messner 1967 $3.64
1 " Theatre; Stage struck Hirschfeld Messner 1963 $3.64
1 " Transportation Liston, Messner 1966 $3.64
1 " The World of Travel Dowdell Messner 1971 $4.50
1 Your Future as a Dental Hygienist Paige Rosen 1969 $3.99
1 " Dietitian American Dietetic Assoc. Rosen 1964 $2.97
1 " Guidance Counselor McDonough Rosen 1966 3.99
1 " Home Economist Paris Rosen 1964 $3.99
1 " Minister Floyd Rosen 1969 $3.99
1 " Model MacGil Rosen 1964 $5.97
1 " Physician Kalb Rosen 1963 $2.97
1 " Pilot Kimball Scribner Rosen 1972 $4.00
1 " Rabbi; a Calling that Counts Gottschalk Rosen 1967. $2.99
1 " Secretary 2nd Ed. Noyes Rosen 1970 $3.99
1 " Shorthand Reporter VanAllen Rosen 1969 $3.99
1 " Temporary Office Worker Winter Rosen 1969 $3.99
1 " Optician Hirschhorn Rosen 1970 $3.99
1 Your Future in a Changing World Brunetti & Higgerson Rosen 1970 $3.99
1 " Accounting Locklear Rosen 1963 $2.97
1 " Aerospace Technology Fly Rosen 1962 $2.97
1 " Agriculture Hutchinson Rosen 1965 $3.99
1 " Architecture Roth Rosen 1960 $2.97
1 " Astronomy Bell Rosen 1970 $3.99
1 " Banking Boynton Rosen 1965 $2.97
1 " Beauty Culture Gelb Rosen 1970 $3.99
1 " Chemical Engineering Feder Rosen 1961 $2.97
1 " Civil Engineering Golze Rosen 1965 $2.97
1 " Computer Programming Davis Rosen 1969 $3.99
1 " Dental Assisting Frost Rosen 1970 $3.99
1 " Dentistry Vershel Rosen 1970 $3.99
1 " Direct Selling Goodrich Rosen 1965 $5.97
1 " Electronic Engineering Levine Rosen 1961 $2.97
1 " Elementary School Teaching Shockley Rosen 1961 $2.97
1 " Fashion Design Fashion Group, Inc. Rosen 1966 $2.99
1 " Forestry Hanaburgh Rosen 1961 $3.99
1 " Geology Leonard Weitz Rosen 1966 $3.99
1 " Hospital Administration Kirk Rosen 1963 $2.97
1 " Hotel Management Revised Ed. Sonnabend Arco 1971 $5.97
1 " Industrial Engineering Hammond Rosen 1965 $2.97
1 " Interior Design Greer Rosen 1963 $3.99
1 " International Service Calvert Rosen 1969 $3.99
1 " Job Abroad Winter Rosen 1968 $3.99
1 " Journalism Schaleben Rosen 1961 $2.97
1 " Landscape Architecture Frazier & Julin Rosen 1967 $3.99
1 " Law Enforcement Gammage Rosen 1961 $2.97
1 " Marketing Orent Rosen 1965 $2.97
1 " Medical Assisting Chernok Rosen 1970 $3.99
1 " Meteorology Frank Rosen 1962 $2.97
1 " Museums Burns Rosen 1967 $3.99
1 " Music Curtis Rosen 1962 $2.97
1 " NASA Levine Rosen 1969 $4.00
1 " Naval Architecture, with information on Marine Engineering Benford & Mathes Rosen 1968 $3.99
1 " Nuclear Energy Fields Thompson, Jr. Revised Ed. Arco 1971 $2.97

1 Your Future in Nursing Careers Robinson & Reres Rosen 1972 $2.99
1 " Occupational Therapy Shuff Rosen 1964 $2.97
1 " Oceanography Revised Ed. Gaber Rosen 1967 $3.99
1 " Personnel Work Pond Rosen 1962 $3.99
1 " Pharmacy Kraemer Rosen 1964 $2.97
1 " Photography Keppler Rosen 1965 $2.97
1 " Physics Bell Rosen 1967 $3.99
1 " Printing Reinfeld Rosen 1963 $2.97
1 " Public Relations Bernays Rosen 1961 $5.97
1 " Radiologic Technology Spirko Rosen 1966 $3.99
1 " Railroading Goodfellow Rosen 1960 $2.97
1 " Real Estate Durst & Stern Rosen $2.97
1 " Retailing Scott Rosen 1961 $3.99
1 " School Psychology Gelinas Rosen 1968 $3.99
1 " Social Work Beck Rosen 1964 $2.97
1 " Television Deutsher Rosen 1963 $297
1 " The Air Force MacCloskey Rosen 1964 $2.97
1 " The Army Walmsley Rosen 1960 $2.97
1 " The Automotive Industry Taylor Rosen 1963 $2.97
1 " The Beauty Business LeVathes Rosen 1969 $3.99
1 " The Credit Field Neifeld Rosen 1963 $2.97
1 " The Electronic Computer Field Bibby Rosen 1970 $3.99
1 " The Federal Government Gould Rosen 1962 $2.97
1 " The Foreign Service Delaney Rosen 1961 $2.97
1 " The High Fidelity Industry Newman Rosen 1966 $3.99
1 " The Marine Corps Fraser Rosen 1969 $3.99
1 " The Merchant Marine McLintock Rosen 1968 $3.99
1 " The Navy Burrowes Rosen 1965 $2.97
1 " The Nursery Industry Pinney Lg. Type Rosen 1966 $5.97
1 " Traffic Management Heino Rosen 1967 $3.99
1 " Translating and Interpreting Hendry Rosen 1969 $4.00
1 " Veterinary Medicine Riser 1970 $3.99
1 " Your Own Business Winter Rosen 1966 $3.99
1 Your Personality and You Splaver Messner 1965 $4.29
1 Your Practical Guide To College Admission Dolman Chronicle Guidance Publications, Inc. 1968

NEW ADDITIONS

3 Guide to Apprenticeships Minnesota Dept. of Manpower Services
1 Comparative Guide to Two-Year Colleges & Four-Year Specialized Schools and Programs

Salary Surveys
Bulletins for Minn. State & Jr. Colleges and assorted Out-Of-State Bulletins
Bulletins for Area Vocational-Technical & Private Trade Schools
Assorted pamphlets on Chemical Dependency, Mental (hang-ups) Health, Family Relationships, Masculinity-Femininity, and Military Careers
Magazines such as Career World, Occupational Outlook Quarterly, and Manpower

ARMSTRONG SENIOR HIGH SCHOOL
GUIDANCE DEPARTMENT

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Distributive Education	Drafting and Design Tech.	Computer Technology	Commercial Art	Civil Engineering Tech.	Chemical Engineering Tech.	Architectural Drafting Tech.	TECHNICAL - TRADE	Transportation and Traffic Management	Technical Aide	Small Business Management	Secretarial	Special Secretarial Level	Medical	Insurance	Purchasing	Petroleum Management	Sales & Marketing	Secretarial (1 year)	Secretarial (2 years)	Real Estate	Mass Media Technician (Journalism, Radio-T.V.)	Insurance	Hotel-Motel Management	Home Furnishings Marketing	General Business	Fashion Merchandising
x Anoka-Ramsey								x										x	x		x					x
x Austin	x																	x								
Brainerd													x					x			x					
x Fergus Falls												x	x					x	x							
Hibbing	x												x					x								
x Inver Hills												x						x	x							
x Itasca													x					x								
x Lakewood													x					x								
x Mesabi													x					x								
x Metropolitan													x					x		x				x	x	
x Normandale													x		x			x	x			x				
x North Hennepin	x											x	x	x				x	x							
Northland			x				x																	x		
Rainy River																		x								
x Rochester				x								x						x	x		x			x		
Vermillion																		x								
Willmar																		x	x							
Worthington																		x								
St. Mary's																										
St. Scholastica																										
Golden Valley Lutheran														x												
St. Benedict's															x											
Concordia-Moorhead									x																	
Mankato State												x														
x Moorhead State																		x								
Winona State																										
St. Cloud State																		x								
x Southwest State		x																x				x				
U of M General					x													x								
U of M Crookston													x	x			x	x	x	x		x		x	x	
U of M Waseca																										

	Electronics Engineering Tech.	Engineering Tech.	Graphic Art	Industrial Tech.	Mechanical Engineering Tech.	Occupational Safety Technician	Paper-Pulp Tech.	Photogramic Engineering Tech.	Technical Illustration	Welding	PUBLIC SERVICE	Air Traffic Control	Aviation Administration	Child Development Teaching Ass't.	Child Development (Mental Retardation)	Conservation Tech.	Corrections	Fire Service	General Public Service	Institutional Work	Instructional Aide	Landscape Horticulture	Law Enforcement	Legal Paraprofessional	Library Technician	Mission Work	Natural Resources Conservation	Parish Work	Park & Recreational Area Mgt.
x Anoka-Ramsey	x			x	x								x																
Austin																													
Brainerd																													
Fergus Falls																													
Hibbing														x															
Inver Hills																													
Itasca																													
Lakewood																													
Mesabi																													
Metropolitan																													
x Normandale					x																								
North Hennepin														x															
Northland																													
Rainy River																													
x Rochester					x																								
Vermillion																													
Willmar																													
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Southwest State																													
x U of M General																													
U of M Crookston																													
U of M Waseca																													
Bemidji State																													

Home and Family Services	Food Tech. (Processing-Quality Control)	Horticultural Tech.	Agricultural Services Tech.	Plant-Soil Tech.	Animal Tech.	AGRICULTURE & RELATED	Agricultural Business	Agricultural Engineering Tech.	Agricultural Production	Human Services (Public Services)	Urban Planning Tech.	Social Worker Asst. (See Human Services)	Recreational Leadership	
										x			x	Anoka-Ramsey
							x			x				Austin
										x				Brainerd
										x				Fergus Falls
														Hibbing
										x				Inver Hills
														Itasca
										x		x		Lakewood
										x			x	Mesabi
										x				Metropolitan
										x				Normandale
											x		x	North Hennepin
										x				Northland
														Rainy River
														Rochester
														Vermilion
										x				Willmar
							x		x	x				Worthington
														St. Mary's
														St. Scholastica
												x	x	Golden Valley Lutheran
														St. Benedict's
														Concordia-Moorhead
														Mankato State
														Moorhead State
														Winona State
														St. Cloud State
														Southwest State
													x	U of M General
			x	x	x	x	x	x						U of M Crookston
x	x	x	x		x	x		x						U of M Waseca

ARMSTRONG SCHOOL HIGH SCHOOL
GUIDANCE DEPARTMENT

How to Share Information With Your Parents and Then Visit A Vocational-Technical School

The questions below require some thinking and planning before you visit a vocational-technical school; look them over and decide which questions are important to you, then compare with actual conditions when you visit. It is usually possible to answer some of these questions before visiting the school. You should therefore read the school catalog and related materials carefully, and, if possible, talk with graduates of the school. This will enable you to make most effective use of your time during your actu visit by concentrating on questions which can not be answered beforehand.

Location and Surroundings

I. Is the school a part of the surrounding community or set apart from it? Is it in or near a city or town, or is it a self-contained unit?

2. How does the campus compare with your idea of a campus? How important is this to you?

3. What method of transportation would you use for trips to and from school and/or trips to and from home and school during vacations? How does this fit your budget

4. What types of housing are available? How easy would it be to find nearby housing at a reasonable rate? Are rooms plentiful or in short supply? Do you prefer privacy or group living and study? How do the living conditions meet your preference?

5. How much room would you have for study, for arrangement of your belongings, and for storage?

Academic and Cultural Environment

I. What type opportunities--work-study programs or part-time jobs--exist in the community for practical application of your classroom knowledge?

2. What courses would you be required to take--in general, and in your major field of training?

4. Do the teachers encourage discussion in class? How much divergent thinking is expressed, and how is it received by the teacher and the class?

5. What seems to be the attitude of students toward their classes--enthusiastic, tolerant, or hostile?

6. Can any credits be transferred to a college program at a later date?

7. What level of academic performance, is required to stay in school?

8. How approachable are members of the faculty and administration, on an informal basis?

9. Would high-school credits in some courses qualify you to apply for advanced placement? At what level would you begin in your field?

The Student Body

I. Talk with students. What were there initials reaction to the school when they started? What changes have taken place in their feelings since then?

2. What reasons did some of the students you meet have for choosing the school? Are these reasons being borne out, in their opinions?

Campus Life

I. To what extent do the students share in establishing and enforcing school regulations? Is there an honor system?

2. What level of personal freedom exists? What do you and your parents think is a good level of personal freedom--setting your own rules and limits--for you?

Student Services

I. How much contact would you have with an advisor for discussion of course scheduling, analysis of grades, and meeting your potential?

2. What types of service does the school offer to graduates in contacting potential employers and placing them in jobs?

Personal budget form

SCHOOL:	F.	2.	B.	4.
Tuition				
Fees				
Books				
Room				
Board				
Travel				
Misc.				
Clothing, Laundry etc.				
Spending				
TOTAL				
Deduct				
Scholarships				
Grants				
Part-time job Income				
NET COST				

How to Share Information With Your Parents and Then Visit Colleges

The questions below require some thinking and planning before you visit a college; look them over and decide which questions are important to you, then compare with actual conditions when you visit. It is usually possible to answer some of these questions before visiting the college. You should therefore read the college catalog and related materials carefully, and, if possible, talk with alumni in the community and with students from the college when they are home on vacation. This will enable you to make most effective use of your time during your actual visit by concentrating on questions which cannot be answered beforehand.

Location and Surroundings

I. What is the size and type of the institution? Large or small; private, state or municipal; Liberal arts colleges, university, community college or technical institute.

2. Is the college a part of the surrounding community or set apart from it? Is it in or near a city or town, or is it a self-contained unit?

3. How does the campus compare with your idea of a campus? How important is this to you?

4. What method of transportation would you use for trips to and from home and college? How does this fit your budget?

5. What regulations govern ownership and use by students, especially freshman, of bikes, scooters and cars?

6. What types of housing are available to freshman? There are advantages to dormitory life during freshman year--check on whether this is required or readily available for borders?

7. Would you pick your own roommates or be assigned to them?

8. How much room would you have for study, for arranfement of your belongings, and for storage?

9. If you are to be living off campus, how easy would it be to find nearby housing at a reasonable rate? Are rooms plentiful or in short supply? Ask a student at the college about this.

10. Do you prefer privacy or group living and study? How do the living conditions meet your preferences?

Academic and Cultural Environment

1. What areas of study are emphasized, and how do they fit your field of interest and ability? Is the college strong in Science, fine arts, the humanities? An investigation of the college's reputation and the careers of its outstanding graduates will help you find this.

2. What type of instruction does the college offer in your field: practical, theoretical, or a mix? After talking it over with your counselor, which mode do you think best for you?

3. What types of honors programs are available? How much independent study would be possible in your field?

4. What opportunities--work study programs or part-time jobs--exist in the community for practical application of your classroom knowledge?

5. To what extent is there interaction between faculty and students?

6. What courses would you be required to take--in general, and in your major field? What would constitute a typical freshman program?

7. What teaching methods are used in various classes--lectures or discussion? Is there an active process of investigation and learning on the part of the students or do most seem to sit quietly and take notes? Consult some college students to find answers to this and the next three questions.

8. Do the professors encourage discussions in class? How much divergent thinking is expressed, and how is it received by the professor and the class?

9. How much outside discussion of the subject matter takes place before and after class?

IO. What seems to be the attitude toward their classes--enthusiastic, tolerant, or hostile?

II. Do freshman have a chance to take some courses from the college's major professors? Who teaches freshman courses--graduate assistants of permanent staff?

I2. What library facilities are available on campus? What are the library's hours? Would you want to spend much time there?

I3. Can qualified upperclassman transfer to professional schools (law, engineering, dentistry, medicine, forestry, e .) after two years if they desire?

Ih. What level of academic performance, grade point average, if this system is used, is required to stay in college?

I5. How approachable are members of the faculty and administration, on an informal basis?

16. Would high-school credits in some advanced courses (math, languages, etc.) qualify you to apply for advanced placement? At what level would you begin in these fields?

17. What opportunities for cultural enrichment--concerts, exhibits, speakers--are present on the campus and in the community? Would you be able to take an active part in these activities.

The Student Body

1. What is the ratio of resident students to commuting students? How many come from public high schools; how many from private or prep schools? Ask to see the college freshman profile--a composite view of the freshman class--and compare yourself with it.

2. Talk with students, especially freshman. What were their initial reactions to the college when they started? What changes have taken place in their feelings since then?

3. What reasons did some of the students you meet have for choosing the college? Are these reasons being borne out, in their opinions?

4. How much emphasis is put on dress, social standing, and material wealth as a factor in acceptance by fellow students? What are your reactions to your findings here?

5. What is the makeup of the student body according to national, regional, social, and ethnic background? Are there a number of foreign students from all over the U.S., and students from all types of home environments--or does one region or class predominate.

Campus Life and Community Living

1. How wide is the range of activities in political, athletic and other extracurricul interests?

2. If the college is not coeducational, what types of social opportunities are available through mixers, dances, sororities, fraternities, etc.?

3. To what extent do the students share in establishing and enforcing college regulations? Is there an honor system?

4. How active and effective is the student government?

5. What level of personal freedom exists? What do you and your parents think is a good level of personal freedom--setting your own rules and limits--for you?

6. What are the opportunities for participation in an organized program of intercollegiate and/or intramural sports?

7. What special interest groups--clubs, publications, teams--in your field are active (or in existence) on the campus?

Religious Environment

I. If the college is affiliated with a religious denomination, are all students, regardless of creed, required to take religion courses, attend chapel, etc.?

Student Services

I. What type of orientation program does the college conduct for new students?

2. How complete and up-to-date are the infirmary and health services? Is there a doctor on campus all or part of the time?

3. How much contact would you have with an academic advisor for discussion of course scheduling, analysis of grades, and meeting your potential?

4. What types of financial aid are available--scholarships, grants, loans, part-time work?

5. Is there a professional counseling service available to help you in vocational planning and other personal concerns?

6. What type of service does the college offer to seniors in contacting potential employers and placing them in jobs after graduation.

Some Special Questions for Women (Men are interested in some of these too)

1. What are the prevailing attitudes toward equal opportunity for women in education for the professions?

2. What special rules govern your choice of residence and hours?

3. What facilities are available on campus for informal dates?

4. What kind of laundry and ironing facilities are available on campus or nearby?

5. Are private telephones available? If not, what's the ratio of girls to telephones?

6. If the college is coeducational, what is the ratio of men to women?

Personal Budget Form

COLLEGE:	1.	2.	3.	4.
Tuition				
Fees				
Books				
Room				
Board				
Travel				
Misc.				
Clothing, Laundry, etc.				
Spending				
TOTAL				
Deduct				
Scholarships				
Grants				
Part-time job Income				
NET COST				

INTEREST TESTS - STRONG AND KUDER

Administered and Interpreted -
Sophomores - 30
Juniors - 62
Seniors - 61

Ratio of almost 2 girls to 1 boy taking the test.

Consumer Education Class - 15 students
Work Experience Students - OVIS - 60 students
Junior Sales and Marketing - 20 students

GATB - Administered and interpreted 5 tests-requested by Psychologist, Teachers, and Counselors.

ORIENTATIONS AND PRESENTATIONS

March-1972 - Trade and Industry Classes
May-1972 - Work Experience Students
September-1972 - Approximately 650 sophomores
Work Experience Large Groups
November-1972 - Math Large Group
Home Economics Cooperation Large Group
December-1972 - Trade and Industry Classes
January-1973 - Home Economics Classes (3)
February-1973 - Spent 2 weeks in Consumer Problems Class
Math Life Career Game
Career Fair - In-service Program
April-1973 - Work Experience Classes (6)
May-1973 - 8 Groups of Juniors - Informational Services
Social 12 Structured Classes (6) Questions, Answers and Presentation
Group of Betty Olson's Students - Information
Orientations for Business Education Department, Home Economics Department, English Department, Math Department, Physical Education Department, Foreign Language Department, Biology Department, Work Coordinators

GROUPS

April to June-1972 - Career Exploration Group 6 boys
April to June-1972 - " " " 5 girls
December-February - Career Planning Group 10 students
February to May-1973 - Decision Making Group 7 students
April-1973 - Job Application Skills Group 5 Sophomores

CAREER DAYS

Foreign Language Career Day held the same day
Health Careers Day

To let us know your reaction to the game. Please respond by circling the number that best describes your feelings to each of the questions.

no or some	little	some	considerable	great deal
1	2	3	4	5

1 2 3 4 5 1. Has helped me in planning my after high school education.

1 2 3 4 5 2. Has helped me in planning my after high school occupation.

1 2 3 4 5 3. Has helped me in planning my high school course selection.

1 2 3 4 5 4. Has caused me to do more thinking about my future.

1 2 3 4 5 5. Has helped me in learning to work with other students as a team.

1 2 3 4 5 6. Has helped me gain some feeling as to how the opposite sex might view a situation differently than myself.

1 2 3 4 5 7. I found that my views were different from others in the class.

1 2 3 4 5 8. How much did you discuss the game with your parents?

1 2 3 4 5 9. Because of playing the game, I will approach my high school course planning in a more serious way.

1 2 3 4 5 10. Helped me see what alternatives are avilable.

1 2 3 4 5 11. Helped me become more aware of the educational opportunities available after high school.

1 2 3 4 5 12. As an overall summary, I feel that the playing of the Life Career Game was of value to me.

1 2 3 4 5 13. I feel the game should be played by other students within the their senior high school days.

[illegible] number of sessions to [illegible] a while?

Please take other comments regarding the game that you feel would help us in deciding whether this opportunity should be offered to students again. Share, if you will, your feelings about the game; be honest, no need to sign your name. Use the back of this sheet for more room.

I thought the game was of personal value
It helped me understand myself better
More people should have chance to play it
I think the game is good; it makes you think about your future
I thought the game was alright (3)
It was okay

15 students - Feb 14 through March 6 - 40 min everyday (14 days)

MATERIAL PREPARED

3 - Newsletters to Seniors
2 - " to Juniors
1 - Newsletter to Sophomores
Career Workbook for Groups

TOTAL # OF STUDENTS PER MONTH
Career Resource Center (These figures do not include groups. They are shown elsewhere.)

February '72	- 23
March '72	- 157
April '72	- 245
May '72	- 212
June '72	- 29
September '72	- 406
October '72	- 430
November '72	- 457
December '72	- 377
January '73	- 548
February '73	- 454
March '73	- 476
April '73	- 360
May '73	- 315

Student Utilization - Resource Center - Monthly Aver

1972 1973

VISITORS TO ARAMARK RESEARCH CENTER

5/6 Virginia Beach - Girls from R.C. Dean High School
5/7 Teachers from Plymouth Jr. High School
5/8 Former Graduate
5/10 Andy Brezo - St. Thomas College - Counseling Education
5/4 Mr. Tingley - Vocational Biographies
3/28 Counselors from Robbinsdale Sr. High School
3/30 Donna Nickerson - Counseling Education Student - U. of M.
2/21 Richard Kraft U. of M. Graduate Student working on Career Development
2/22 Judy Kessel - Chaska Jonathan School District - used our material for writing scripts for films
2/22 Park Senior High - Cottage Grove - W. E. Coordinator - Vocational Education Coordinator - Assistant Superintendent - Director of Elementary Education
2/8 Former Graduate
2/9 Larry Arnold - Referred by Community Career Center
1/24 Former Graduate - Referred by C.C.C.
1/24 Former Graduate
1/17 Mrs. Henke - St. Paul Mechanic Arts High School
1/17 Ann Rodingheimer - Student in Home Economics Education at St. Catherine, Referred by Alice Ellison
1/19 Former Graduate
11/20 Former Graduate - Referred by C.C.C.
11/22 Iowa State Group
10/26 Bruce Hanson - Park Senior High - Cottage Grove
10/3 Visitors from Amherst
1972 - 8/23 Former Graduate

6/6/73 Jon Turner Vice Director and Convention Hotel Task Force

to everything there is a season --

a time for laughter
and a time for sorrow
a time for dreaming
and a

TIME FOR TOMORROW

a guide to career planning

TIME FOR TOMORROW

A Guide To Career Planning
For Students 10 - 12

Developed By

Anne Boe
Audrey Strandberg

Revised March, 1973

Armstrong High School
Independent School District 281
Robbinsdale, Minn.

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Name_____

A "CAREER" MIXER

Task: Acquire as many signatures as possible by the following career related phrases.

In addition to a signature, enter into discussion with the other person.

_____ 1. I enjoy golf in leisure time.
_____ 2. I have worked as a sales person.
_____ 3. I am a good student.
_____ 4. I am a good skier.
_____ 5. I like dancing.
_____ 6. I have taken part in student government.
_____ 7. I have had a paper route.
_____ 8. I am a good reader.
_____ 9. I am aware of myself.
_____ 10. I am good at sports.
_____ 11. I enjoy school.
_____ 12. I can make a decision easily.
_____ 13. I am a good listener.
_____ 14. I like to cook.
_____ 15. I like to sing as a hobby.
_____ 16. I like to interact with people.
_____ 17. I attended a technical school.
_____ 18. I like to watch T.V. in leisure time.
_____ 19. I have been a waitress or a bus-boy.
_____ 20. I am well groomed.
_____ 21. I am not a litter bug.
_____ 22. I like to eat.
_____ 23. I took swimming lessons.
_____ 24. I play an instrument.
_____ 25. I have worked as a pilot.
_____ 26. I like to ride a bike.
_____ 27. I like to go camping.
_____ 28. I am a good citizen.
_____ 29. I like to be outdoors.
_____ 30. I am a good skater.

AUCTION FOR STUDENTS

Items to be Auctioned	Amount Budgeted	Highest Amount Bid	Purchased
1. Various feedback from peers.			
2. Student's aid (person who assists you with your classes, homework, etc.)			
3. A chance to set your own working conditions.			
4. Acceptance into any occupation you want.			
5. Career Resource material and information, inexhaustable supply.			
6. Fully functioning self.			
7. Classes all day in which you do nothing but play games.			
8. Your choice of any three wishes you want.			
9. Capable of handling any job effectively.			
10. Being able to do anything you want all day in school.			
11. An inexhaustable supply of anti-hang-up pills.			
12. An inexhaustable supply of records.			
13. Decision making power in school policies.			
14. A chance to do your own thing without hasseling.			
15. Being able to see your counselor whenever you want to without an appointment.			

"Who am I?"

Instructions: Write five statements describing who you are.

1.

2.

3.

4.

5.

MY VALUES

DIRECTIONS: Here are a number of sets of alternatives. Read them over and decide in each case whether you would prefer choice A or choice B. Check your preference in the space provided. There are no right or wrong answers; either alternative may be right for you. In class discussions on this activity sheet, be prepared to explain your choice.

Which would you choose?

A_____ A job that pays $250 a week but involves constant travel
B_____ A job of the same type paying only $125 a week but allowing you to stay home

A_____ To live in a small quiet town but not be able to do the type of work you are interested in
B_____ To get into the field you like but have to move to a large city

A_____ To marry early and have a family
B_____ To work for a while before marriage

A_____ To get above average grades in high school but to have to give up many social activities in order to devote your time to study
B_____ To get just-passing grades and have enough time left after study to keep up a full schedule of social activities

A_____ To be an outstanding athlete
B_____ To be a student government leader

A_____ To defend your beliefs even though you know your action may make you less popular with some of your classmates
B_____ To keep silent about your beliefs in order to keep the approval of your classmates

A_____ To go to a concert
B_____ To go to a ball game

A_____ To spend your free time just having fun with your friends
B_____ To give your free time to community service projects

A_____ To spend free time in reading or quiet activities
B_____ To keep yourself busy by joining clubs and working on committees

A_____ To have a job and independence immediately after high school
B_____ To give time to further education or training in order to qualify for a better job

A_____ To make lots of money
B_____ To have prestige, be a leader, and have others look up to you

WHAT I WANT FROM A JOB

Directions: Study the left-hand column then rate yourself in the center columns, as to how important each job reward is to you. Then study the right-hand column to find what types of jobs are most likely to offer you the job rewards you want.

JOB REWARDS	VERY Important	MODERATELY Important	NOT Important	TYPICAL JOBS
1. High Income (over $20,000 a year)				Some professions; large businesses and farms; high-level saleswork; professional athletics; some jobs in entertainment
2. Middle income ($8,000-$20,000 a year)				Most professions and businesses; skilled trades; some sales and technical work; some jobs in entertainment
3. Moderate or lower income (below $8000 a year)				Clerical; some sales; operatives; service workers; laborers; farmers
4. Security				Government work; jobs with large companies having employees benefit plans; jobs in unionized industries
5. Risk or adventure				Somes sales; jobs in advertising, entertainment; jobs abroad; starting a business or working for a new company
6. Interesting and varied responsibilities; chance to exercise initiative and make own decisions				Most Professions; most businesses at management level; some outside sales; some craftsmen's jobs
7. Short hours				Most factory and routine office jobs
8. Vacations				Longest in government work of all kinds
9. High standing in the community				Jobs requiring high degree of skill and education

WHAT I WANT FROM A JOB (continued)

JAB REWARDS	VERY Important	MODERATELY Important	NOT Important	TYPICAL JOBS
10. Early retirement				Policemen's and firemen's job's; armed forces; some dangerous jobs, such as mining
11. Light, easy work				Routine assembly jobs; light sales jobs; many clerical jobs
12. Outdoor work				Surveying; some construction work; forestry; wildlife management; greenhouse, nursery, landscape work; tree surgery; orchard and farm work
13. Pleasant working conditions				Jobs in modern factories; offices; supermarkets; air conditioned stores
14. Variety of duties every day				Repair work of most kinds; saleswork; installations of machinery or appliances; some office jobs, especially in smaller companies
15. Same duties every day				Routine filing jobs; assembly jobs
16. Chance to be creative				Tailoring and dressmaking; cabinetmaking and carpentry; jobs in comercial art, advertising, publishing; interior decorating
17. Chance to be alone				Forestry; some laboratory jobs; jobs as night watchmen; jobs as truck drivers
18. Chance to be with people				Saleswork; social service work; receptionist jobs; jobs as doctors' or dentists' assistants, jobs as waiters or waitresses

Defining Your Interests

Below are listed 10 statements relating to kinds of work situations. Choose the three that you would most prefer in terms of spending most of your working day doing them.

A.____Work situations involving activities dealing with things and objects.

B.____Work situations involving business contact with people.

C.____Work situations involving activities which are routine, practical and well organized.

D.____Work situations involving working for people for their benefit, as in the social welfare sense, or for dealing with people in social activities.

E.____Work situations involving activities resulting in your receiving prestige or the esteem of others.

F.____Work situations involving activities concerning people and the communications of ideas.

G.____Work situations involving activities where scientific and technical knowledge and techniques are used.

H.____Work situations involving activities of an abstract and creative nature.

I,____Work situations involving activities that are carried on in relation to processes, machines, and techniques.

J.____Work situations involving activities resulting in a feeling of having accomplished something productive.

Areas of Work

Below are listed 18 general areas of work. Within each general area are several more specific areas. In each specific area we have listed the interest area, or areas, that most people in these types of occupations have. Compare these areas with the three interest areas you chose and select the areas of work (either specific or general) that most appeal to you. Remember in each of the general areas there are some jobs that anyone can do, regardless of his ability or the amount of time he is willing to spend in training.

ART	INTEREST AREAS
Instructive Work - Teaching and Instructing	E, F, or H
Decorating Work - Interior Design and Decorating	N, B, or F
Artistic Restoration Work - Restoring and Caring for Art Objects	I or J

BUSINESS RELATIONS	
Administration	B, E, or F
Contract Negotiating and Related Work	B, E, or F
Business Training - Teaching or Instructing	B, E, or F
Supervisory Work - Clerical and Sales	B or E
Managerial - Managing a store or department	B or E
Interviewing and Related Work	B or F
Accounting and Related Work	A, G, or I
Corresponding	B or F
Information Gathering	B or F

CLERICAL WORK	
Scheduling and Dispatching	B or I
Secretarial Work	B or F
Paying and Receiving Work - Banks and other Establishments	B or C
Cashiering - Drugstores, Supermarkets, etc.	B or C
Inspecting and Stock Checking	A, C, or I
Typesetting	C or I
Filing	B, C, or I
Stenographic Work	C or F
Computing Work - Bookkeeping, etc.	C
Sorting Work	A, C, or I
Typing and Related Recording Work	C
Routine Checking Working	C
Switchboard Work	B or C

COUNSELING, GUIDANCE, AND SOCIAL WORK	INTEREST AREAS
Social Science, Psychological, and Related Research	F, G, or H
Guidance and Counseling	D, E, F, or H
CRAFTS	
Supervisory Work - Foreman, etc.	E or I
Costuming, Tailoring and Dressmaking	A, I, or J
Cooking	I or J
Craftsmanship Work - Fabricating and Repairing, Toolmaker, Carpenter, Mechanic, etc.	A, I, or J
EDUCATION AND TRAINING	
Industrial Training	B, E, or F
Vocational Education	D, E, F, or G
Flight and Related Training	D, E, or F
High School, College, and Related Education	D, E, or F
Kindergarten, Elementry School and Related Education	D, E, or F
Animal Training	C, D, or F
ENGINEERING	
Engineering, Research and Design	G or H
Sales Engineering	B, F, or G
Engineering, Scientific, and Technical Coordination	E, F, or G
Drafting and Related Work	A, G, or I
Engineering and Related Work	A, G, or I
Surveying and Related Work	A, G, or I
Technical Writing	G or H
ENTERTAINMENT	
Dramatics	E, F, or H
Musical Work, Instrumental	E, F, or H
Musical Work, Vocal	E, F, or H
Rhythmics - Dancing, etc.	E, F, or H
Radio and Television	E or F
Modeling and Related Work	C or F
FARMING, FISHING, AND FORESTRY	
Farming, Animal Breeding, and Gardening	A, G, I, or J
Technical Work, Science and Related Fields	C or G

INVESTIGATING, INSPECTING, AND TESTING	INTEREST AREAS
Investigating and Protecting	B, E, or F
Materials Analysis Work - Lab Tester or Lab Assistant	A, G, or I
Appraising and Investigating Work	G
Transporting and Test Driving Work - Truck Driver, Airplane Pilot, Test Driver, etc.	A or I

LAW AND LAW ENFORCEMENT	
Legal and Related Work	E, F, or H
Protecting and Related Work	B or F

MACHINE WORK	
Set Up and/or All-around Machine Operating	I or J
Operating-Controlling Work	A or I
Driving-Operating Work	A, C, or I
Tending Work	A, C, or I

MATHEMATICS AND SCIENCE	
Scientific Research Work	A, G, or H
Social Science, Psychological, and Related Research	F, G, or H
Mathematics, Physical Sciences and Related Research	G or H

MEDICINE AND HEALTH	
Surgery	D, E, or G
Medicine, Veterinary, and Related Work	D, E, or G
Therapeutic Work	D, F, G, or H
Nursing, X-ray, and Related Work	D or G
Child and Adult Care	B, D, or I

MERCHANDISING	
Promotion and Publicity Work	B, E, F, or H
Purchase and Sales Work	B or E
Sales and Service Work	B or G
Demonstration and Sales Work	B or F
Selling and Related Work	A or B

PERSONAL SERVICE	
Beautician and Barbering Services	B, H, or I
Customer Service Work	B C
Accommodating Work - Hostess, Steward, Guides, etc.	B or F
Miscellaneous Personal Service - Waiter or Waitress	B or C
Animal Care	C, D, F, or I

PHOTOGRAPHY AND COMMUNICATIONS	INTEREST AREAS
Photography and Related Work	G or I
Radio and Television Transmitting Work	G or I

WRITING	
Journalism and Editorial Work	B, E, or F
Promotion and Publicity Work	B, E, F, or H
Creative writing Work	E, F, or H
News Reporting Work	B, E, or F
Translating Work	B, E, or F

"My uncle in California wants me to come out there and work in the interest area of my choice. I don't know anything about them. Could you help me? I don't even know what the jobs are much less whether or not I'd be good in any of them."

INTEREST AREA or Areas

JOB OPPORTUNITIES

MATERIALS and Resources

STATING CLEAR PERSONAL OBJECTIVES

Changing values into clearly stated objectives is a skill that will be very helpful in decision-making. It is easier to decide how to accomplish your objective if you can say clearly what it is.

Your objective is clear if you can answer these questions:

Does it make clear what I can do when I reach it?

Does it indicate a time by which I should reach it?

Is there a way I can judge whether I have reached it?

Here's a chance to practice recognizing and stating clear objectives. Print the letter C (for clear) beside each objective below that is clear, and print the letter U (for unclear) beside each objective that is unclear. Use the three questions above as a basis for deciding whether an objective is clear.

_____ I want to make five new friends this semester.
_____ I want to have a better life than my parents have.
_____ I want to be accepted for admission at the state university when I graduate.
_____ I want to get married before I am 25 years old.
_____ I want to select courses for next year in which I can get grades of B.
_____ I want to make this a better school.
_____ I want to help correct the pollution problem in my area.

On the lines below write three clear objectives for yourself. _____

_____

_____

_____

_____

_____

ACTIONS BASED ON PERSONAL OBJECTIVES

Clear objectives should help a person make a decision. Listed below are some personal objectives. Add three of your own. See if you can write one or two possible actions at the right to help a person reach each objective. Ask other members of the class what they were able to come up with as actions.

	The Objective	The action (write in your ideas)
1.	I want to make five new friends this semester.	
2.	I want to have a better life than my parents have.	
3.	I want to be accepted for admission at the state university when I graduate.	
4.	I want to get married before I am 25 years old.	
5.	I want to select courses for next year in which I can get grades of B.	
6.	I want to make this a better school.	
7.	I want to help correct the pollution problem in my area.	
8.		
9.		
10.		

The following pages include occupations relating to a specific subject area. You may want to compare your interests and values to the occupations you find in that section. For instance, if you like music - take a look and see the numerous career opportunities open for you to explore. Then, let's explore these interest areas as a group.

FOREIGN LANGUAGE CAREERS

The occupations listed are either directly related to the subject area or a knowledge of that subject area is necessary.

1. Acting
2. Advertising
3. Airline Stewardess-Steward
4. Archaelogist
5. Architect
6. Art Collector
7. Art Historian
8. Book Dealer
9. Branch Managers Airways Corp.
10. Buyer
11. Chef
12. Civil Service Worker
13. Clerk
14. Collection Clerk
15. College Teacher
16. Commercial Attache
17. Consul
18. Critic
19. Curator
20. Customs Inspector
21. Diplomat
22. Engineering
23. Exporter
24. Fashion Buyer
25. Foreign Correspondent
26. Foreign Exchange Clerk
27. Foreign Government Advisor
28. Foreign Service Worker
29. Geologist
30. Government Service Worker
31. Hotel Manager
32. Information Aide Courtier
33. Immigration Inspector
34. Importer
35. Intelligence Officer
36. International Publisher
37. Interpreter
38. Journalist
39. Lawyer
40. Librarian
41. Linguist
42. Missionary
43. Music Librarian
44. Musician
45. Nurse
46. Physician
47. Policeman
48. Radio & T.V. Announcer
49. Radio Monitor
50. Receptionist
51. Researcher
52. Salesman
53. Secretary
54. Social Worker
55. Taxi Driver
56. Teacher
57. Theater - Singer
58. Tour Conductor
59. Trade Magazine Publisher
60. Translator
61. Traveling Companion
62. Travel Bureau Supervisor
    United Nations Work
63. Clerk
64. Interpreter
65. Proofreader
66. Secretary
67. Summary Reporter
68. Translator
69. Verbation Reporter
70. Armed Services
71. International Market (Business & Industry)
72. Foreign Governments
73. Foreign Business Firms
74. International Agencies & Organizations
75. Philanthropic & educational Foundations
76. Religious Organizations and Agencies
77. Research and Teacher Exchange Programs
78. U.N. Agencies & Organizations
    U.S. Government
79. Department of Defence
80. Department of State
81. International Cooperation Administration
82. U.S. Information Agency
    Voluntary Agencies
83. American Red Cross
84. International Rescue Commission
85. Wireless Operator

Lists Compiled from:
1 - State Board of Education Occupational Charts
2 - S.R.A. Guidance Books
3 - Dr. C. Helling's Clusters

HOME ECONOMICS CAREERS

The occupations listed are either directly related to the subject area or a knowledge of that subject area is necessary.

1. Advertising
2. Alteration Specialist
3. Apparel Specialist
4. Appliance Sales
5. Baker
6. Beautician
7. Buyer
8. Cake Decorator
9. Camp Staff
10. Caretaker Services
11. Caterer
12. Chef - Cook
13. Child Care Technician-Aide
14. Comparison Shopper
15. Consumer Planner
16. Consumer Technician
17. Custodial Services
18. Decorator - Home
19. Dietician
20. Display Manager
21. Dress Maker
22. Dry Cleaning Services
23. Education Director (Business)
24. Equipment Sales
25. Executives - Milling
26. Extension Home Economist
27. Extention Services Specialist
28. Family Service Consultant
29. Fashion Coordinator
30. Fashion Design
31. Fashion Merchandising
32. Food Chemist
33. Food Processing
34. Food Service Manager
35. Food Service Worker
36. Group Foster Care
37. Group Health Care
38. Home Economics Teacher
39. Home Health Aide
40. Homemaker
41. Homemaker Consultant
42. Home Service Representative
43. Hotel - Motel Aide
44. Hotel - Motel Housekeeper
45. Hotel - Motel Manager
46. Interior Design
47. Journalism
48. Laboratory Technician
49. Laundry Worker
50. Meat Cutter
51. Meat and Dairy Inspector
52. Millinery
53. Nurse, Practical, Aide, R.N.
54. Nutritionist
55. Occupational Therapist
56. Orderly
57. Parenthood
58. Physical Therapist
59. Power Machine Operator
60. Pre-School Education
61. Psychiatric Technician
62. Public Health
63. Radio & T.V. Commentating
64. Recreational Therapy
65. Researcher
66. Sanitation Consultant
67. School Food Services
68. Social Worker
69. Special Education
70. Stewardess
71. Supermarket Manager
72. Tailor
73. Textile Chemist
74. Travel Services
75. Upholsterer
76. Waitress - Waiter

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3 - Dr. C. Helling's Clusters

PHYSICAL EDUCATION-HEALTH

The occupations listed are either directly related to the subject area or a knowledge of that subject area is necessary.

1. Aerialist
2. Athletic Coach
3. Athletic Instructor
4. Athletic Manager
5. Athletic Trainer
6. Bacteriologist
7. Caddie
8. Camp Counselor
9. Camp Instructor
10. Camp Director
11. Chiropractor
12. Choreographer
13. Community Center Worker
14. Community Recreation Leader
15. Dancing Master
16. Ecological Monitor
17. Environmentalist
18. Golf Club Attendent
19. Golf club maker
20. Golf Club Manager
21. Greens Keeper
22. Guide
23. Health Aide
24. Health Ed. Teacher
25. Health Hygienist
26. Health Inspector
27. Hospital Rehabilitation
28. Institutional Director
29. Lifeguard
30. Masseur
31. Nurse-School
32. Occupational Therapist
33. Park Supervisor
34. Physical Therapist
35. Playground Supervisor
36. Playground Worker
37. Recreation Facility Attendent
38. Recreational Therapist
39. Referee
40. Research Technician (Physiological)
41. Sanitary Engineer and Technician
42. Social Worker
43. Speech & Hearing Technician
44. Sporting Goods Store Sales & Manager
45. Sports Announcer
46. Sports Cartoonist
47. Sports Editor
48. Sports Writer
49. Statistician (Health)
50. Timekeeper
51. Umpire

Lists Compiled from:
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3 - Dr. C. Helling's Clusters

MUSIC CAREERS

The occupations listed are either directly related to the subject area or a knowledge of that subject is necessary.

1. Accompanists
2. Arranger
3. Chorus and Choir Director
4. Composer
5. Concert Master
6. Conductor
7. Critic
8. Impresario
9. Instrument Repairman
10. Music Librarian
11. Music Store Manager
12. Performer
    - Dancer
    - Singer
13. Piano - Organ Tuner
14. Piano - Organ Repair
15. Sales
    - Music
    - Musical Instruments
16. Stage Hands
17. Teacher
    - Private
    - School

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1 - State Board of Education Occupational Charts
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3 - Dr. C. Helling's Clusters

ART CAREERS

The occupations listed are either directly related to the subject area or a knowledge of that subject area is necessary.

1. Advertising Design
2. Advertising Lay-out
3. Advertising Manager
4. Aeronautical Design
5. Animated Artist
6. Anthropologist
7. Archaeologist
8. Architect
   - Landscape
9. Industrial
10. Architectural Modeler
11. Art Appraiser
12. Art Buyer
13. Art Dealer
14. Art Director
15. Art Editor
16. Art Gallery Guard
17. Art Historian
18. Art Librarian
19. Art Teacher
20. Arts & Craft Director
    - Camps
    - Recreation
21. Artist
    - Commercial
    - Lay-out
    - Production
    - Portrait
22. Beautician
23. Bookbinder
24. Cabinet Maker
25. Cartographer
26. Cartoonist
27. Ceramicist (Potter)
28. Costume Design
29. Costume Production
30. Craft Worker
31. Curator
32. Delineator
33. Designer
    - Auto
    - Crafts
    - Ceramics
    - Jewelry
    - Fashion
    - Millinery
    - Textile
    - Die
    - Floral
    - Enviromental
    - Industrial
    - Stage & T.V.
34. Displyman
35. Draftsman
36. Draper
37. Engraver
38. Etcher (Hand)
39. Glass Blower
40. Graphic Arts Processor
41. Hand Grainer
42. Illustrator
    - Histological
    - Medical
    - Greeting Cards
    - Show Cards
    - Technical
43. Interior Decorator
44. Jeweler
45. Landscape Gardener
46. Lithographer
47. Painter
48. Photo engraver
49. Photographer
50. Researcher
51. Sculptor
52. Sign Designer
53. Sign Painter
54. Stone Carver
55. Wardrobe Mistress
56. Window Trimmer
57. Wood Engraver

Lists Compiled from:
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SCIENCE CAREERS

The occupations listed are either directly related to the subject area or a knowledge of that subject area is necessary.

1. Agricultural Business
2. Agricultural Extension
3. Agronomist
4. Anatomist
5. Animal Trainer
6. Annealer
7. Anthropologist
8. Apiarist
9. Archaeologist
10. Architect
11. Astronomist
12. Auctioneer
13. Bacteriologist
14. Biologist
15. Botanist
16. Botanical Artist
17. Cartographer
18. Chemist
19. Chiropodist
20. Chiropractor
21. Civil Technologist
22. Communications Tech.
23. Cosmitologist
24. Counselor
25. County Agent
26. Curator
27. Dairy Farmer
28. Dairy Products Industry
29. Dental Hygienist
30. Dental Technician
31. Dentist
32. Dietician
33. Draftsman
34. Dry Cleaner
35. Ecologist
36. Ecological Tech.
37. Electrician
38. Electronics Tech.
39. Electretherapist
40. Electroplater
41. Embalmer
    Engineering
42. Electrical
43. Ceramics
44. Air Conditioning
45. Mining
46. Metallurgical
47. Accoustical
48. Electronics
49. Petroleum
50. Mechanical
51. Geological
52. Meteorlogical
53. Processing
54. Aerospace
55. Atomic
56. Sales
57. Sanitation
58. Agricultural
59. Chemical
60. Civil
61. Architectural
62. Structural
63. Plastics
64. Nuclear
65. Entomologist
66. Excavator
67. Exterminator
68. Farmer
69. Firemen
70. Fish & Wildlife Service
71. Florist
72. Food & Drug Inspector
73. Food Processing
74. Forestry
75. Game Farm Management
76. Game Warden
77. Geneticist
78. Geographer
79. Geologist

SCIENCE CAREERS (Cont.)

80. Geophysicist
81. Glass Blower
82. Herpetologist
83. Horticulture
84. Hydraulics Tech.
85. Icthyologist
86. Illustrator - Medical & Science
87. Immunologist
88. Instrumentation Tech.
89. Laboratory Technician
90. Land Development Tech.
91. Landscaping
92. Lineman
93. Lithographer
94. Livestock Marketing
95. Lumber Inspector
96. Manufacturing
97. Market News Analyst
98. Masseur
99. Mathematician
100. Meat Inspector
101. Medical Librarian
102. Medical Technologist
103. Metallurgist
104. Mineralogist
105. Mortician
106. Museum Worker
107. Naturalist
108. Navigator
109. Nurse - Practical, Aide, R.N.
110. Nurseryman
111. Nutritionist
112. Occupational Therapist
113. Oceanographer
114. Oculist
115. Opthalmologist
116. Optician
117. Optometrist
118. Orderly
119. Ornithologist
120. Osteopath
121. Pathologist
122. Pediatrician
123. Pharmacist
124. Photographer
125. Physical Ed. Teacher
126. Physical Therapist
127. Physician
128. Physicist
129. Physiologist
130. Poultryman
131. Prefabrication Technician
132. Psychologist
133. Psychiatrist
134. Psychometrist
135. Radar Technician
136. Radio Engineer
137. Radio - Isotope Technician
138. Radio Operator
139. Radio Repairman
140. Rancher
141. Range Management
142. Researcher
143. Roentgenologist
144. Sales
145. Sanitarian
146. Science Teacher
147. Secretarial
148. Seioniologist
149. Soil Conservationist
150. Surgeon
151. Taxidermist
152. Textile Technician
153. Tree Surgeon
154. Truck Gardener
155. Veterinary & Assistant
156. Weather Observer
157. Wildlife Specialist
158. Wood Produsts Industry
159. X-Ray Technician
160. Zookeeper

Lists Compiled from:
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BUSINESS CAREERS

The occupations listed are either directly related to the subject area or a knowledge of that subject area is necessary.

1. Accountant
2. Actuary
3. Advertising Agent
4. Airline Reservationist
5. Airport Superintendent
6. Appraiser
7. Assayor
8. Auctioneer
9. Auditor
10. Banker
11. Bank Teller
12. Bookkeeper
13. Broker
14. Business Administrator
15. Business Ed. Teacher
16. Business Agent
17. Buyer
18. Cashiers
19. Census Taker
20. Certified Public Accountant
    Clerks - Credit
21. Accounting
22. Banking
23. Personnel
24. Payroll
25. Hospital Station
26. Hotel - Motel Reservation
27. Correspondence
28. Law
29. Legislative
30. Insurance
31. Actuarial
32. Brokerage
33. File
34. Inventory
35. City Desks
36. Sales
37. Comptroller
38. Computer Operator
39. Computer Programmer
40. Contractor
41. Corporate Executive
42. Credit Manager
    Collections
43. Data Processing
44. Employment Counselor
45. Employment Interviewer
46. Estate Planner
47. Estimator
48. Fasion Coordinator
    Field Interviewer
49. Public Opinion Polls
50. Research
51. Hospital Administrator
52. Hospital Equipment Engineer
53. Hotel-Motel Operators
54. Industrial Relations
    Job Analysis
55. Wage & Salary
56. Technical
57. Journalist
58. Key Punch Operator
59. Labor Relations Specialist
    Librarian
60. Tape
61. Medical Records
62. Law
    Managers
63. Personnel
64. Sales
65. Small Business
66. Office
67. Clubs
68. Theater
69. Restaurant
70. Parks
71. Building Material
72. Game Farm
73. Marketing
74. Hotel-Motels
75. Employment
76. Service Station
77. Insurance
78. Credit
79. Real Estate
80. Manufacturer's Representative
81. Marketing
82. Marketing Analyst
83. Media Director
84. Meter Reader
85. Office Machine Operator
86. Personnel Training Director
87. Postal Carriers
88. Psychometrist
89. Public Relations
90. Purchasing Agent
91. Radio - T.V.
92. Recreation Director
93. Resort Owner/Manager
94. Sales
    Secretarial
95. Legal
96. Medical
97. General
98. Educational
99. Financial
100. Industrial
101. Statisticians
102. Systems Analysts
103. Systems Engineer
    Technical Writers
104. Architectural
105. Medical
106. Engineering
107. Science
108. Telephone Engineers & Operators
109. Typists
110. Union Agents
111. Vending Machine Operator/Collector

*Lists Compiled From:
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2 - S.R.A. Guidance Books
3 - Dr. C. Helling's Clusters

SOCIAL STUDIES CAREERS

The occupations listed are either directly related to the subject area or a knowledge of that subject area is necessary.

1. Actuary
2. Anthropologist
3. Arbitrator
4. Archaeologist
5. Archivist
6. Assessor
7. Athelete, Professional
8. Author
9. Bailiff
10. Banker
11. Bank Teller
12. Bellhop
13. Businessman
14. Buyers
15. Canvassers
16. Cartographer
17. Cartoonist
18. Chamber of Commerce Director
19. City Manager
20. City Planner/ Designer

Civil Service
- 21. Fireman
- 22. Health Inspector
- 23. Building "
- 24. Police - City, State, National, County

25. Claim Adjuster
26. Claim Examiner
27. Clergyman
28. Commerce-Industry
29. Computer Studies
30. Conservationist
31. Councilman

Counselors
- 32. School
- 33. Employment
- 34. Vocational
- 35. Personnel

36. Court Reporter
37. Court Services- Caseworker
38. Criminologist
39. Curator
40. Diplomat
41. Domestic Service
42. Dramatic Arts
43. Economist
44. Editor
45. Elevator Operator
46. Employment Interviewer
47. Ethnologist
48. Exporter
49. Floor Walker
50. Foreign Correspondent
51. Foreign Service
52. Forester
53. Geneologist
54. Government Service
55. Geographer
56. Guide - National & State Parks
57. Historian
58. Human Relations Specialist
59. Importer
60. Industrial Executives
61. Insurance Agent
62. Intelligence Officer
63. Interviewer (Polls)
64. Investigator
65. Investment Advisor
66. Judges
67. Justice of the Peace
68. Labor Conciliator
69. Law Clerks
70. Lawyers
71. Legislative Pages
72. Librarians & Ass't
73. Market Analyst
74. Museum Guide
75. Naturalist
76. News Commentators
77. News Reporters
78. News Work
79. Paleontalogists
80. Park Rangers
81. Peace Corps
82. Personnel Coordinator
83. Personnel Manager
84. Philologists
85. Political Scientist
86. Politician
87. Production Manager
88. Program Coordinator
89. Psychiatrist

Psychologist
- 90. Industrial
- 91. Clinical
- 92. School
- 93. Social
- 94. Educational

95. Public Administration
96. Public Finance
97. Public Relations
98. Radio - T.V. Announcer
99. Religious Worker
100. Researcher
101. Retailer
102. Sales
103. Script Writer

Secretarial
- 104. General
- 105. Legal

Social-Civic Service
- 106. Y.M.C.A.
- 107. Y.W.C.A.

108. Social Worker
109. Sociolgist
110. Statistician
111. Teacher
112. Tour Conductor
113. Trade Commissioner
114. Train Porters

Transportation
- 115. Bus, Taxi, Truck Drivers

116. Travel Bureau Director
117. Union Official
118. Ushers
119. Vista
120. Wholesalers

Lists Complied from:
1 - State Board of Education Occupational Charts
2 - S.R.A. Guidance Books
3 - Dr. C. Helling[illegible] Clusters

INDUSTRIAL EDUCATION CAREERS

The occupations listed are either directly related to the subject area or a knowledge of that subject area is necessary.

1. Advertising Copywriter
2. Advertising Manager
3. Aero Engineer
4. Air Conditioning-Heating
5. Airplane Mechanics
6. Appliance Repair
7. Architects
8. Architectural Engineer
9. Armature Winder
10. Artists
11. Arts - Crafts
12. Assembler
13. Audio/Visual Tech.
14. Auto Body Repair
15. Auto Diesel Mechanics
16. Automotive Engineer
17. Auto Welder
18. Aviation Mechanic
19. Blueprint Machine Operator
20. Boiler Inspector
21. Boiler Maker
22. Bricklayer
23. Bus Driver
24. Business Machine Serviceman
25. Cabinet Maker
26. Cable Splicer
27. Carpenter
28. Ceramics Engineer
29. Chauffeur
30. Civil Engineers
31. Communications Tech.
32. Compositer
33. Construction Worker
34. Contractor (Building Trades)
35. Crane Operator
36. Custodian
37. Decorator
38. Design Technician
39. Die Designer
40. Distributor
41. Drayman
42. Draftsman
43. Drill Press Operator
44. Editor (Industrial Publications)
45. Electrical Engineer
46. Electrician
47. Electric Utilities
48. Electronics
49. Factory Foremen
50. Fluid Power Tech.
51. Gas Appliance Serviceman
52. Glass and Plastic Technician
53. Graphic Arts
54. Gunsmith
55. Heavy Equipment Operator
56. Hydraulic Tech.
57. Industrial Chemist
58. Labour-Construction
59. Lathe Operator
60. Leather Work
61. Lineman
62. Linotype Operator
63. Lumber Inspector
64. Machinist
65. Maintenance Man
66. Marine Mechanic
67. Mason
68. Mechanical Engineer
69. Metallurgist
70. Meteorologist
71. Mobile Radio Communications
72. Multigraph Operator
73. Occupational Therapist
74. Oil Painter
75. Oil Well Driller
76. Operating Engineer
77. Optician
78. Painter/Sprayer
79. Partsman
80. Photo-engraver
81. Photographer
82. Photo-Technician
83. Plumber
84. Pre-Fabication Contractor
85. Radio Operator
86. Printer
87. Radio/T.V. Repairman
88. Railroad Worker
89. Receiving Clerk
90. Recreation Therapy
91. Reporter
92. Research Products
93. Sales
94. Service Station Attendent
95. Sheet Metal Worker
96. Small Engine Repairman
97. Stationary Engineer
98. Teacher
99. Technician
100. Telegraph Technician
101. Telephone Inspector
102. Telephone Lineman
103. Toolkeeper
104. Tool Designer
105. Tractor Driver
106. Tree Surgeon
107. Truck Driver
108. Vocational Instructor
109. Waste Water Treatment
110. Welder
111. Wood Turner
112. Writer

Lists Compiled From:
1 - State Board of Education Occupational Charts
2 - S.R.A. Guidance Books
3 - Dr. C. Helling's Clusters

MATHEMATICS CAREERS

The occupations listed are either directly related to the subject area or a knowledge of that subject area is necessary.

1. Accountant
2. Actuary
3. Airplane Inspector
4. Airplane Mechanic
5. Airplane Pilot
6. Appraiser
7. Architect
8. Assessor
9. Astronomer
10. Auditor
11. Banker
12. Bank Examiner
13. Bookkeeper
14. Broardcasting Tech.
15. Broker
16. Bursar
17. Business Agent
18. Carpenter
19. Cartographer
20. Cashier
21. Certified Public Accountant
22. Chemist
    Clerk
23. Actuarial
24. Broker
25. Cast
26. Budget
27. Accounting
28. Billing
29. Bank
30. Sales
31. Insurance
32. Statistical
33. Payroll
34. Collection Manager
35. Comptroller
36. Computer Operator
37. Computer Programmer
38. Contractor
39. Corp. Statement Analyst
40. Credit Manager
41. Dental Hygienist
42. Dental Lab. Tech.
43. Dentist
44. Designer
45. Draftsman
46. Economist
47. Electrician
    Engineer
48. Mechanical
49. Electrical
50. Nuclear
51. Aerospace
52. Architectural
53. Civil
54. Highway
55. Ceramic
56. Chemical
57. Industrial
58. Metallurgical
59. Mining
60. Marine
61. Sales
62. Electronics
63. Engineering Tech.
64. Estimator
65. Exporter
66. Farmer
67. Farm Manager
68. Financial Advisor
69. Forester - Conservationist
70. Home Economist
71. Importer
72. Insurance Underwriter
73. Inventor
74. Investment Advisor
75. Key Punch Operator
76. Machine Designer
77. Machinist
78. Mathematician
79. Marketing Expert
80. Medical Lab. Tech.
81. Medical Records Librarian
82. Merchandise Manager
83. Motion Picture Tech. (Audio)
84. Navigator
85. Office Machine Operator
86. Office Manager
87. Optician
88. Optometrist
89. Pattern Maker
90. Political Scientist
91. Pharmacist
92. Physicist
93. Plumber
94. Psychometrist
95. Purchasing Agent
96. Radio Operator
97. Real Estate Sales
98. Retail Manager
99. Reorganization Advisor
    Research
100. Biology
101. Meteorology
102. Geophysical
103. Chemical
104. Geology
105. Electronics
106. Sales Manager
107. Sales Person
108. Secretary
109. Sociologist
110. Sociometrician
111. Statistician
112. Surveyor
113. Systems Analyst
114. Tax Attorney
115. Tax Collector
116. Tax Expert
117. Teacher
118. Teller
119. Ticket Agent
120. Timekeeper
121. Time - Study Person
122. Tool Designer
123. Tool and Die Maker
124. Traffic Clerk
125. Traffic Manager
126. Treasurer
127. X-Ray Technicians

Lists Complied from:
1 - State Board of Education Occupational Charts
2 - S.R.A. Guidance Books; 3 - DR. C. Helling's Clusters

ENGLISH CAREERS

The occupations listed are either directly related to the subject area or a knowledge of that subject area is necessary.

1. Actress - Actor
2. Advertising Writer
3. Art Critic
4. Artist - Commercial
5. Auctioneer
6. Author
7. Barker
8. Buyer
9. Bibliographer
10. Clergyman
11. Commentator
12. Copy Writer
13. Comedian
14. Counselor
15. Court Reporter
16. Creative Writer
17. Cryptographer
18. Customs Inspector
19. Demonstrator
20. Dispatcher
21. Drama Coach
22. Drama Critic
23. Dramatic Reader
24. Editor
25. Editorial Writer
26. Employment Manager
27. Engineer - Sales
28. Etymologist
29. Fashion Writer
30. Floorwalker
31. Foreign Correspondent
32. Film & Tape Editor
33. Foreign Exchange Clerk
34. Hostess
35. Immigration Official
36. Interpretor
37. Journalist
38. Judge
39. Lawyer
40. Lecturer
41. Librarian & Assistant
42. Marketing Specialist
43. Medical Librarian
44. Motion Picture Director
45. Personnel Director
46. Pharmacist
47. Playwright
48. Poet
49. Politician
50. Printer
51. Proofreader
52. Public Relations
53. Publisher
54. Radio - T.V. Announcer
55. Reading Specialist
56. Receptionist
57. Reporter
58. Retail Manager
59. Rewrite Person
    Sales
60. Clerk
61. Manager
62. Correspondent
63. Scenerie Writer
64. Scientist
65. Script Writer
66. Secretary
67. Social Worker
68. Speech Therapist
69. Sports Writer
70. Stewardess
71. Teachers
72. Technical Writers
73. Telegraph Operators
74. Telephone Operators
75. Traffic Managers
76. Translators
77. Tutor
78. Typist
79. Typesetter
80. Usher

Lists Compiled from:
1 - State Board of Education Occupational Charts
2 - S.R.A. Guidance Books
3 - Dr. C. Helling's Clusters

WHERE WILL THE JOBS BE?

Excerpts from Nations Business.....

The nation appears to be undergoing shifts in priorities with more efforts and funds heading for housing, pollution control, health care, transportation and urban renewal and lessened emphasis in such areas as military hardware, aerospace and education.

The projections assume a stable economy, high levels of employment and utilization of manpower, economic and social relationships that change at about the same pace as in the past, technological advancements at about the same rate as in recent years and defense activities in 1980 approximating pre Viet-Nam levels.

Where is the growth likely to be? First, a service economy with the strongest rowth opportunities in such industries as trade, transportation, communications and public utilities, real estate, finance, insurance and government. Service industries like these are expected to employ 7 out of every 10 workers in 1980.

In goods producing industries only one--construction--is expected to show a quickened pace of employment.

Farm workers opportunities will continue to shrink.

The increase in professional and technical workers will out strip all others. Demand will be strong in socio-economic projects such as urban renewal, transportation, and pollution control. There will be continuing emphasis on the social sciences and medical services where the demand will jump 50%. In the professional, technical areas there is expected to be a particularly large increase for systems analysts (183%) and for programmers (129%). All kinds of jobs in health services will grow with the demand for psychologists alone predicted to rise over 85%. Demand for chemists, social workers and counselors, dietiti ns, physicists, accountants and oceanographers will increase strongly. Job openings for engineers, despite current slack demand, should rise about 40%. The most rapid increase will be in industrial, civil and electrical engineering.

The Department of Labor estimates supply and demand to be about in balance for lawyers and architects but it sees some oversupply in pharmacy, mathematics, life sciences and elementary and secondary teachers.

Service workers should increase about 40%. This category ranges from police and firemen, to household workers, cooks, building custodians, beauticians, etc. A swiftly growing occupation in the service field is licensed practical nursing with a projected growth of 88%.

White collar jobs will continue to increase rapidly. This group will account for about half of all employed workers in 1980. Blue collar skills will account for a smaller part of the total work force in 1980 than now.

Clerical workers: The demand for secretaries, stenographers, bookkeepers, cashiers and office machine operators, etc., will show a marked increase. While the computers and bookkeeping machines may eliminate some clerk-type jobs, there will be a need for personnel to prepare computer inputs. Higher levels of education and training will be needed. A large need for clerical staffs is projected in finance, real estate, insurance and government.

Sales workers: Faster than average growth is predicted.

Managers, officials and proprietors: Employment here will rise more slowly. Changes in business organization and the growth of chain stores and discount houses will probably reduce the number of self-employed proprietors but business will increasingly depend on trained management specialists, hiking the demand for salaried managers and officials significantly.

Craftsmen, foreman and skilled workers outside the crafts are expected to expand more slowly. Some areas such as business machine servicemen will show much faster growth (75%). Despite the strong growth, it is important to consider and remember there will be a need for only 200,000 such servicemen in 1980.

Substantial growth is seen for plumbers and pipefitters, construction machinery operators and aircraft mechanics.

Semiskilled workers: Employment should grow about 10%. Replacement needs will be particularly significant in determining growth.

80% of all jobs in 1980 will actually require less than a college degree. Some advance schooling or training will be needed, however, and duration of training will be determined by the area being entered.

Needs List

List concerns and expectations which the group has not yet met.

APPENDIX III

Senior High Resource Center Description of Function and Material

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

YOU PLAY THE MAJOR ROLE IN THE JOB INTERVIEW

Prepare Yourself

Before you pick almost any job you will have an employment interview. Your interviewer is probably one more employment puzzle piece to a job. So to help you along the way here are some suggestions on ways you can prepare yourself before and for that decisive step into your future.

Know Yourself

What are your interests and qualifications? Your prospective employer will want to know, so be prepared to talk about them briefly, intelligently and clearly during the interview.

Know Something About the Firm

Before you go to see him for a job interview learn as much as you can about the firm. The more you know about the firm the better you will be to suggest ways you can be of service to your prospective employer once he interviews you.

Check Your Personal Appearance

Are you dressed properly?

If you are applying for an office job, wear suitable clothing for the average office. If it is a factory job wear suitable work clothes.

DO NOT OVER-DRESS. Be neat and clean.

Go to the Interview Alone

Let employer be impressed by you in the way you present yourself. He doesn't want to hear what your relatives or friends think of your qualifications. He will judge for himself. So go to the interview alone.

Arrive Early

Go to the interview a few minutes ahead of time. Present yourself in a straightforward manner. Let the receptionist know who you are and whom you wish to see.

Bring a Fact Sheet

A fact sheet about your jobs, dates of work, wages, kinds of work and reasons for leaving, is essential. Make two or three copies of this sheet.

Be prepared to give, if necessary . . .

1. Names and addresses of employers.
2. Dates you worked.
3. Names and addresses of at least two other persons who know of your abilities and background.
4. Names and addresses of all schools you have attended.
5. Dates you attended each school.
6. Dates of graduation and type of diploma received.
7. Subjects you took in school and ones you liked most and least, and those that might help you with a job.
8. Extracurricular activities at school, like clubs and offices held.
9. Important papers such as proof of age, military records, draft cards, work permits, social security card, health certificate, licenses (drivers), union cards.

Be Alert During the Interview

Sit up straight, but look alert during the interview. Try to be at ease and to answer your prospective employer's questions in a businesslike manner.

Store _____ Address _____

Phone Number _____ Minimum age _____ Maximum age _____

Types of jobs available _____

# of hours per week _____ Time of day _____

Salary _____ Transportation _____

Special clothing, etc. _____

Previous experience needed _____

Other _____

Store _____ Address _____

Phone Number _____ Minimum age _____ Maximum age _____

Types of jobs available _____

# of hours per week _____ Time of day _____

Salary _____ Transportation _____

Special clothing, etc. _____

Previous experience needed _____

Other _____

Store _____ Address _____

Phone Number _____ Minimum age _____ Maximum age _____

Types of jobs available _____

# of hours per week _____ Time of day _____

Salary _____ Transportation _____

Special clothing, etc. _____

Previous experience needed _____

Other _____

There are 42 additional pages not reproduced here in this sample.

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APPENDIX IV

Work Experience Unit for Senior High

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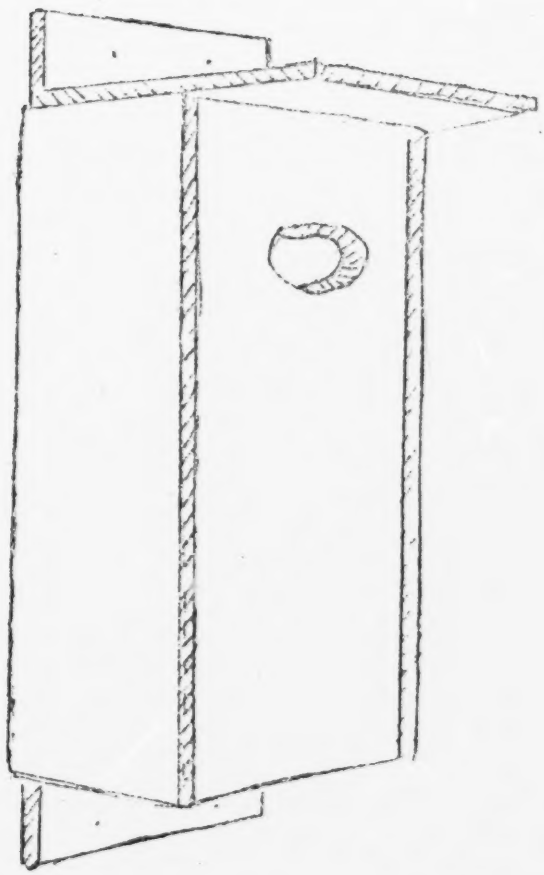
W O O D D U C K N E S T B O X



P R O J E C T B Y :

WORK EXPERIENCE PROGRAM

RHS - 1973

J. Campe - W/E Coordinator

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I. INTRODUCTION TO UNIT: When working with the Minnesota Environmental Science Foundation I felt a need for developing a unit on a matter of concern in the environment. After discussion with Don Johansen, of the Foundation, the idea of getting my students interested in building wood duck houses was raised. The basic premise for doing this unit was in allowing students to become more aware of problems in the environment. We felt a "hands-on" experiment must be introduced that would allow for individual students to function in the class setting. Such a unit is contained here: however, many changes took place as we developed the unit. Another words, from the onset, I knew this unit would have to be flexible.

II. NATURE OF THE STUDENTS: The student chosen for this unit is in the Work Experience program at Robbinsdale Senior High School. The basic remaant of this program is that the student be either lowly motivated towards high school, be a former drop-out, a potential drop-out, or have a special need in regards to finances, discipline, etc. Because of the very nature of this student it was not known by this instructor whether they would accept the unit or even allow it to operate.

III. STARTING THE UNIT: In the beginning of the unit, I introduced many ideas as to what they, as students of the environment, could do to help the problems in our society. I think it was my own idea that we might help wildlife if we built some wood duck houses. The response from the students was less than dramatic. They did seem to think that this would be better than learning how to fill out an application form. In the beginning, the class thought that it would be a good idea to sell the houses in order to make money and to allow those students without a job to gain some employment time. It seemed at first that this would work; however, the amount of planning done by this instructor and the nature of the student

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this was not carried through. We never got off the ground with forming a company to produce, sell, and distribute the wood duck houses. I think, however, that this might work with a new group of students, more time spent in planning, and better organization by the instructor.

IV. COST OF THE HOUSES: We purchased our materials from a local lumber company and were fortunate to have a local benefactor pay the costs. Currently, each wood duck house costs five dollars to build. This would vary greatly depending on the location, type of wood, and rising lumber costs. It might be possible to pick up materials free by contacting local contractors or lumber yards.

V. MATERIALS NEEDED: We purchased the following materials to build ten wood duck houses:

120 linear feet of 1" x 12" - #3 Cedar
5 linear feet of 24" Aluminum Screen wire
8 lbs. of 8d Galvinized nails
10 pair of 2" hinges
2 dozen 2" x 10" F-H Wood Screws

Added to this list would be sheet metal to cover the holes and stapples to attach the wire. I think that our screen had too small of an opening. Make sure that the screen has at least 1/4" openings.

VI. PROCEDURE: We cut all the materials in the school workshop and assembled them in our classroom. The plans we used are contained on page #8 of this booklet. A total of ten students worked on the project. The remainder of the students sat around or did other school work when we assembled the houses. Try to not have too many students in the wood shop with you - too many people get in your way and it can be hazzardous. To assemble the houses you should have a 1/4" drill, a drill bit to start nail holes and not split the wood, a countersink for tapping screws for the top, hammers, screw drivers, stappler and stapples, and water proof glue.

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The actual procedure for assembly of the houses should be:

1. Place the 6 pieces of wood on the table top. (Top, bottom, two sides, front, back.)
2. Staple the screen to the inside piece of wood.
3. Drill nail holes in both side pieces.
4. Drill nail holes for the bottom.
5. Glue and nail bottom onto sides.
6. Drill back piece.
7. Glue and nail back into position.
8. Drill and place on both hinges to top and back.
9. Counter sink both screws on the top piece.
10. Install both screws.
11. Drill holes in back piece of lumber for attachment to trees.
12. Put wood shavings or saw dust into box.
13. Drill three drain holes in bottom.

VII. UNIT PLANS FOR MAKING WOOD DUCK HOUSES:

1st Day -

1) Introduce basic ideas to the students.
2) Explain what the houses are and their purposes.
3) Introduce company formation if you choose to form one.
4) List different areas that students need to study.
5) Pass out written material contained in this unit.

2nd Day -

1) Talk to each of the students about what they did, in regards to the assignment above.
2) Send students to library , wood shop, biology teachers. The students should follow up on these areas.

3rd Day -

1) Bring out plans for houses.
2) Discuss what wood ducks are and their habits.
3) Show movie on wood ducks. (Both movies may be rented from Minneapolis Public Library)

A. Wood Duck Ways - 20 minutes, color,on the life cycle of wood ducks.

B. Wood Duck World - 30 minutes, color, on a study of wood ducks.

4th Day -

1) Cut materials in wood shop.

5th, 6th, 7th, and 8th Day -

1) Assemble wood duck houses.

9th and 10th Day -

1) Put wood duck houses up.

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Worksheet Given to the Students:

"W.E. Wood" Assignments for Friday

The following is a list of things that I want you to do this Friday:

1st Hour Nomination committee: Task to be completed--come up with at least one name for each job listed from your class. They don't have to agree with your selection, but should be the best person for the job.

John Carroll
Larry Copeland
Dave Foss
Barry Libson

1st Hour Information Committee: Task to be completed--come up with a summary of the reading material assigned. Present this to the class in the last 10 minutes of the period.

Ron Nafstad
Linda Nystrom
Frank Zimpher

Dennis Rundquist - work on sales list

Kevin Gartner - work on duties list

Jon Schleusner - work on duties list

Johnny Marty - work on lumber list

Don Rogers - work on house plans

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This Worksheet may be used if a company is formed:

WORKSHEET FOR BOTH CLASSES - Friday, March 16, 1973.

NOMINATIONS FOR OFFICERS:

President: _____ _____

_____ _____

Vice President: _____ _____

_____ _____

Secretary: _____ _____

_____ _____

Construction Foreman: _____ _____

_____ _____

Terry Bloom and Don Rogers: Attach house plans and material lists

Kathy Nelson, Peg Bury, Dennis Runquist: Attach poster list, pamphlet format, P.R. contacts.

Doug Halverson and Johnny Marty: Places to purchase lumber:

1. _____

2. _____

3. _____

4. _____

5. _____

Jon Schleusner and Kevin Gartner: attach list of duties for the above officers plus what you think the duties of the salesman and laborers should be.....

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Minnesota Department of Conservation
Division of Game and Fish

How to Build A Next Box for Goldeneyes and Wood Ducks

The common goldeneye is a fine game duck species. It provides a high quality sport to the hunter and is available for hunting on some areas at times when other species are not present.

These ducks next in hollow trees or in nest boxes provided for them. Their nesting range is in the wooded northern area of the state; including Cass, Beltrami, Itasca, Koochiching, Lake of the Woods, St. Louis Lake, and Cook counties. They nest along the larger fish type lakes and rivers in this resort region. Resort owners or private cottage owners can enhance their enjoyment of the out-of-doors by providing nest boxes and having goldeneyes nesting in their yards.

Plans for constructing goldeneye nest boxes are shown on the following page. The boxes should be 25 inches deep and should be made from good lumber so that light does not leak in through knotholes or cracks. The entrance hole must be elliptical in shape and must measure as follows: vertical, 3½ inches; horizontal, 4½inches. The entrance hole should be 18 inches above the bottom of the box. This design, when followed will exclude most raccoon predators. A piece one-eighth to a quarter-inch mesh screen should be attached on the inside below the entrance hole. This is used as a ladder for ducklings to get out of the box after hatching. About two or three inches of wood shavings or some such material should be provided in the box as nest material. Ducks do not carry nesting material to the box.

The boxes should be placed on mature hardwood trees near lakes. They are often put up on trees in the yards of resorts or lake cottages. It is recommended that the box entrance face the water and that the boxes be placed 20 feet above the ground. Also, it is desirable that there be no branches or other obstacles for at least 30 feet out in front of the entrance as birds have difficulty maneuvering in flight.

Goldeneyes enter chimneys in some localities in search of a nesting cavity. Here they often become trapped and die. This could indicate a shortage of natural nesting cavities. In the region where goldeneyes nest it is recommended that a screen or hardware cloth device be put over the chimney to keep the birds out.

The boxes can be attached by nailing or screwing the extended portions of the backboard to the tree. Once nesting boxes have been placed in a suitable location, care of them will insure greatest use by goldeneyes. Squirrels frequently make leaf nests in the boxes which should be removed in the spring before breeding birds arrive. Occasionally, boxes may have to be cleaned out several times to discourage use by squirrels.

This same nest box can be used for wood ducks, except that the dimensions of the entrance hole should be smaller. For wood ducks, the oval entrance should be three inches high and four inches wide.

Prepared by

Leon Johnson, Game Biologist, Section of Game

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MATERIAL USE
(minimum lumber)

1- [illegible] (front)
2- [illegible] (sides)
1- [illegible] (back)
1- [illegible] (bottom)
1- 1" x 12" x 12" (top)

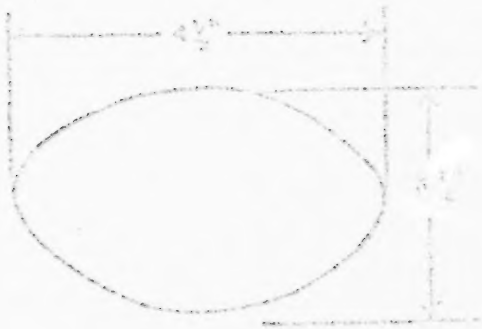
Total lumber supply can be obtained from:
one 1" x 10" x 8'
one 1" x 12" x 8'

1- Piece of hardware cloth or window screen 4" x 10", to be attached on the inside of nest below the entrance.

4- Doz. 8d galvanized box nails
1/2 pint Paint (dark color)

OPTIONAL MATERIAL
(for easy opening top)

2- Hinges (for back)
2- 2" wood screws (to secure back of nest)



3" x 4" for Woodduck

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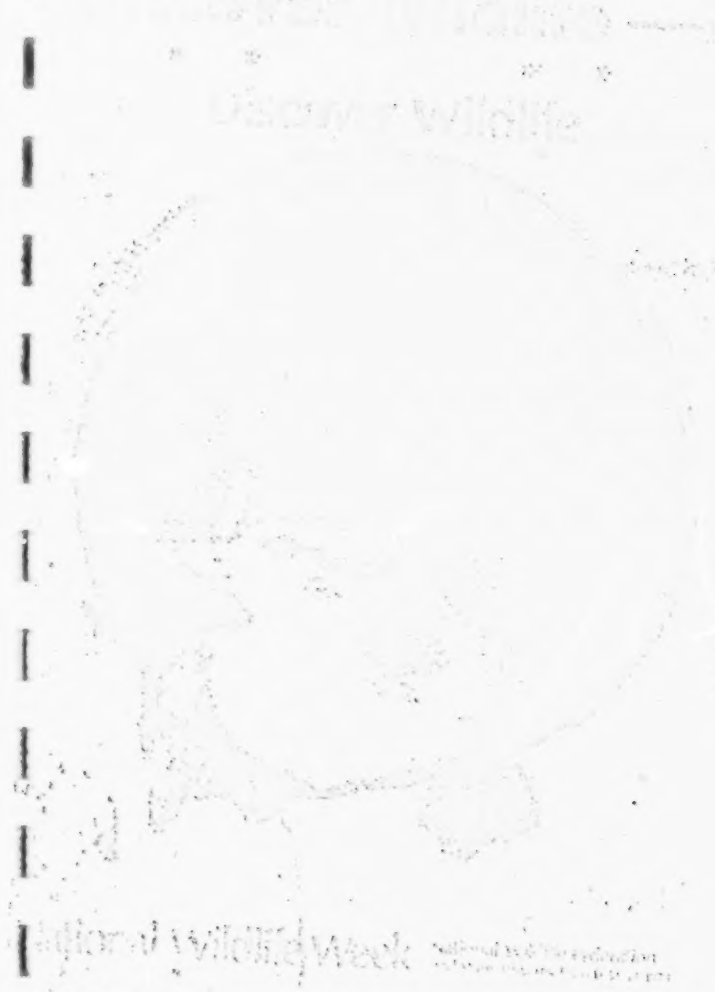

A YOUNG WOOD DUCK popping out of its nesting box high-lights the National Wildlife Week theme "DISCOVER WILDLIFE — It's Good for a Miss," this year's spring reminder from the National Wildlife Federation. (See story).

(Continued from Page 1)

Kimball said, "And it's surely so easy for people to take that first step, to look out into nature and see what beauty is there to enjoy."

Saluting this year's Wildlife Week, Kimball urges that families get out and enjoy wild resources, the experience can open up and entirely new world. "It's there," Kimball said. "American families see wildlife and the rest of the natural world only through artificial and passive magazine pictures. It's out there to be experienced right now and it's really so good to be outside!"

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LET'S LEND A HAND

Beyond that proverbial shadow of a doubt, the wood duck truly rates the honor of being called the "All-American" duck. A quick look at the U.S. map depicting the breeding range of wood ducks shows that this is the only major species of the 48 on the continent whose nesting (and wintering)range is almost all within the borders of the United States. His popularity is also of All-American caliber--ranking fourth in harvest statistics during the 1970 season.

In addition, this unique duck also has earned the title of "North America's Most Handsome Waterfowl," due to the drake's brilliant rainbow plumage. And, his nesting habits are also unusual--with the choice of a home site being in a cavity or a hole of a tree, rather than on the ground or over water. It's because of those unusual nesting traits that you can lend the "All-American" duck an important helping hand.

Wood ducks readily accept nest houses that are properly made and placed. Nest houses designed to eliminate some of the nest predation have the potential of providing safer nest sites than do natural cavities. In Illinois, studies have shown that only 17 percent of the wood duck nests in natural cavitites were successful, whereas 71 percent of the nests in metal houses were successful.

Two basic types of materials are suitable for wood duck houses: wood and metal. A house made from either material has certain advantages or disadvantages over the other. The wood house is more readily accepted by wood ducks, but the metal house provides the safer nest site

Raccoons are responsible for the greatest destruction of wood duck nests. Next to the raccoon, fox squirrels are the greatest cause of wood duck nest predation in many areas. It is difficult to prevent fox squirrels from entering wood nest houses, but nests in metal houses are practically immune to their depredations. Where fox squirrels pose no problems, wood houses are recommended; where fox squirrels occur in numbers, metal houses are recommended.

WOOD NEST BOX

The wood duck nest box shown in the plan is simple and can be made by anyone handy with tools. The box has an elliptical opening designed to keep out raccoons. The opening should be made exactly as shown if it is to admit wood duck hens but exclude raccoons. A circular opening, if large enough to admit wood duck hens, will also admit raccoons. Bull snakes are sometimes a problem in wood houses. Where bull snakes are abundant, metal houses are recommended.

The box should be made of rough-cut lumber, Cypress is best, but fir may be used if it is painted with a wood preservative. The rough-cut lumber enables young wood ducks, recently hatched, to climb to the entrance. If dressed lumber is used, hardware cloth should be placed inside the front of the box, below the opening, to serve as a ladder for young ducks.

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METAL NEST BOX

The metal house consists of a 26-gauge metal cylinder, 12 inches in diameter and 24 inches long. The conical roof, attached by metal screws, is 15 inches high. Because of its greater durability, a metal plate is preferred to a wood plate for the bottom. The metal plate can be soldered into place, or held in place by metal screws.

An elliptical entrance should be used on metal houses as well as on wood ones to prevent the entrance of raccoons. The metal surface deters squirrels but not raccoons.

Wood duck ducklings climb out of their nest cavity when 24 hours old. Therefore, a ladder of ½-inch-mesh hardware cloth is recommended on the interior front, between the entrance and the bottom, to enable the ducklings to climb out.

LOCATION OF NEST HOUSES

Nest houses for wood ducks should be placed over or adjacent to water areas attractive to the birds. Water areas favored by wood ducks have overhanging woody cover within a few feet of the water surface, and shrubs or trees, or both, which are partially inundated, at least during the early part of the breeding season.

Woodies tend to return to areas in which they have previously nested successfully. The yearlings and the older birds congregate early in the breeding season, and evidently the yearlings follow the adults to nest areas. Wood ducks are prone to seek nest sites in favorable locations--locations that, in the past, have had an abundance of natural cavities or man-made nest boxes.

Houses erected over water may be placed within 2-3 feet of the highest water level. Where trees or dead snags are lacking, the houses may be placed on wood or metal posts driven firmly into the bottom.

The trunks of trees, from the water's edge to as fa as 400 yards from the shore, provide suitable sites for wood duck houses. Nest houses placed in comparatively open stands of mature trees with large, spreading limbs have a higher rate of occupancy than houses placed in dense stands of young trees. Woodies evidently prefer to fly to their nests through a relatively open canopy and to perch on large horizontal limbs near their nests. The great preference for nest sites in open areas was demonstrated in an area where nest houses were on dead trees standing in water. Nest houses placed on dead trees have had a higher rate of use than those placed on live trees. Hens tend to avoid selecting houses that are shielded by saplings or overhanging branches, or houses that are attached so insecurely as to move on contact.

In order to capitalize on the homing of adult and yearling hens, nest houses should be erected in groups when placed in woods large than 40 acres. In such groupings, houses should be placed from 50 to 100 yards apart (a density of one or two per acre).

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START A WOOD DUCK NESTING BOX PROJECT

DONALD WAGNER

The wood duck, generally considered the handsomest of all waterfowl, is unusual in that it normally nests in tree cavities. These ducks frequent wooded margins of lakes, ponds, and streams; the tree cavities used for nesting are found mostly in old, large trees and, in many places, such trees close to water are scarce. Because of its willingness to accept artificial nest sites, we are able to provide an essential part of its breeding requirements by puttingg up nest boxes. A wood duck nest box program is worthwhile "do it yourself" conservation project, particularly if youth are involved in the activities.

The birds learn to use nest boxes; it may take a few years to get local wood ducks accustomed to them. However, once the hens use them they will return or "home" to nest in the same box the next year, providing they survive the hunting season and other hazards. Young hens also tend to "home" to the region in which they were reared. It also appears that young reared in a nest box are much more likely to select a nest box when they reach breeding age than are birds hatched in natural cavities. They have, during the first few hours after emerging from the egg, become "imprinted" to nest boxes and regard them as proper homes. Thus, both "homing" of adults, and "imprinting" of young increases the use of nest boxes.

At the turn of the century the wood duck was near extinction but protection from hunting allowed it to make a remarkable come-back. Nest box usuage and breeding populations may increase rapidly in areas which supply the other habitat needs of the birds. We can raise more by building nest boxes and putting them up where the ducks are apt to use them.

Nest boxes have long been used for wood ducks. They vary in materials used and design to suit them to the quality of habitat in the birds' diverse breeding range (largely the eastern half of the United States and the Pacific Coast States south to central California). A well-built box made of cypress lumber, galvanized sheet metal, or aluminum may last 25 years of longer. It can be mounted on special predator-proof posts near or over water. However, properly built wooden boxes attached to trees provide a good starting point. Satisfactory boxes can be built lasting 5 to 10 years, for $5 or less for material and labor, using rough-cut pine, sprice or cedar lumber.

Now, it is time to get started and build the box. You will need a handsaw, a hammer, and a wood auger, a key hold saw for cutting the entrance hold and a metal shears for cutting the galvanized sheet metal mask. The mask prevents raccoons from gaining entrance into the box by gnawing the hole larger. Just get some well-seasoned 1 by 12 inch boards, a good supply of 8 or 10 penny galvanized nails, and a sheet of 26-gauge galvanized metal and go to work. To determine the amounts of materials for each box, follow the suggested construction plans. The box should be 25 inches deep with a 3 by 4 inch elliptical entrance located 17 inches above the bottom. Poorly made nest boxes (those allowing easy access to predators) are death traps for nesting ducks. The design given will exclude most raccoons. A piece of ½ inch hardware cloth or window screen, approximately 6 inches wide, extending from the entrance to the nest basin must be securely attached to the inside of the box. This serves as a ladder on which ducklings can get a toe hold to climb out of the box after hatching. Since wood ducks do not carry nesting material, 3 to 5 inches of wood shavings or other suitable material must be provided in the bottom of the box. To keep the nesting

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material from getting too wet, four, quarter inch drainage holes should be bored through the bottom. You may want to treat the bottom with a wood preservative (one which is noninjurious to ducks) or paint the box to increase its life expectancy.

For best results, the nest box should be placed about 20 feet above the ground preferably near old, mature hardwood trees. The entrance hold should be easily visible to the ducks with a clear flyway to it. Wood ducks prefer the smaller wooded ponds and streams, particularly where the water is quite weedy and where aquatic insects are abundent. Nest boxes should be installed near such areas. To put the box up, a safe ladder and a helper are essential. Since the back board projects above and below the nest box, the tabs sticking out on the ends will do for nailing the box to the tree. It is suggested that several holes be drilled in these tabs to take the nails. Easy does it, take your time and make sure the box is securely attached to the tree and easily accessible for future maintenance.

It should be inspected at least once a year, preperable shortly before the birds return to nest. At this time repairs can be made, debris cleaned out, wood shavings loosened, and fresh material added. A hinged or removable top secured by hooks or springs will help greatly in maintenance. What is more, you can come around now and then and enjoy your nesting birds. Do not worry about the ducklings getting hurt by falling from the box 20 feet to the ground, they simply bounce and then line-up to follow the hen to the nearest water.

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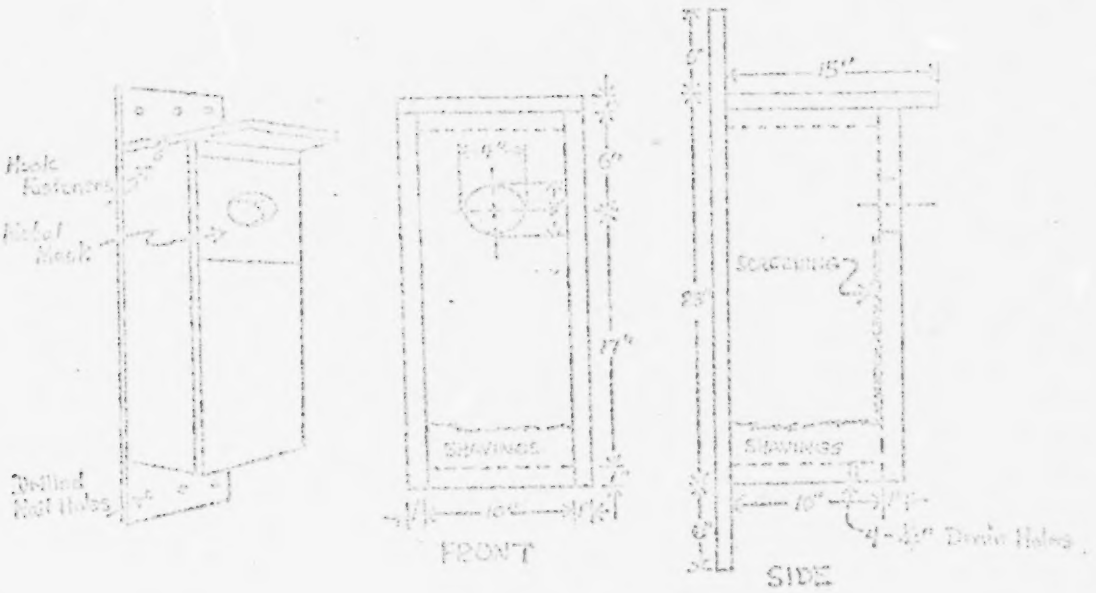

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Certificate of Appreciation

This is to certify that
Cpl. Charles Mitchell Shuler has been
awarded the Purple Heart Medal
for wounds received in action against
the enemy while serving with the
United States Armed Forces in the
European Area

Date: _____

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APPENDIX V

Community Career Center Report on Activities

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WHO ? WHAT?? WHY??? WHERE??? HOW??? WHO? WHAT?? WHY??? WHERE??? HOW ???

THE COMMUNITY CAREER CENTER is a drop-in Center located at 7695-42nd Avenue North in space provided by the New Hope Village Council. The Center is one of five phases of the CAREERS PROJECT is District 281. It is funded by the federal government through the Minnesota Environmental Sciences Foundation.

The Center serves the residents of District 281 with priority given to students who have interrupted or terminated their secondary school education.

The Center staff helps the student to identify his/her needs and concerns and to work out a plan of action to meet these needs and concerns. Contact is maintained with the student; most have two or more counseling conferences and a number of follow-up conferences and/or phone contacts. Most students give priority to obtaining a job, followed by educational and occupational counseling when they feel ready to consider choosing a career. Many of these students are in alternative educational programs operating outside of District 281.

ALL residents of District 281 are welcome at the Center. To encourage use of the Center, hours during March have been extended: 8:30a.m. to 9:00 p.m., Mondays through Thursdays, and 8:30 a.m. to 5:00 p.m. on Fridays.

The Center has identified a variety of resources available in the Twin Cities area so if the services needed are not available at the Center, the individual is referred to another individual, agency or institution for help.

WHY IS THE CENTER NECESSARY? Because people need a place to go to put it all together. Most people do not have a place to go - so the Center provides a place and extends guidance and counseling services into the community.

WHO REALLY USES THE CENTER? Since October about three hundred people, approximately one hundred fifty of that number are teen-agers. The others include young adults who are trying to decide onaa career, Viet Nam War Veterans trying to re-establish themselves, housewives who wish to re-enter the labor market, and college students (some graduates) who need to reconsider their career choices.

WHAT CAN YOU DO? Encourage anyone who is no longer in a secondary school to contact the Center. This includes all residents of District 281 regardless of age who might be able to use the services of the Center.

THE TELEPHONE NUMBER IS 533-5404. Hotline, 330.

STAFF

DON JOHANSEN, Project Director

BETTY OLSON, Center Director

LYNDA GOODWIN, Job Counselor

AUDREY STRANDBERG, Intern

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CAREER DEVELOPMENT — 1
HUMAN DEVELOPMENT

District 281 Career Fair
March 8, 1:30 to 4 p.m.
Cooper Auditorium and Gym

PROGRAM

1:10 to 1:30 p.m. ..... Cooper Music Department

1:30 p.m. Dr. Leroy Hood ..... Auditorium
Welcome and Introduction

2 p.m. Career Exhibits ..... Gym
(Coffee served)

3 p.m. Commissioner Howard Casmey ..... Auditorium
Careers: Key to the Future

WHAT IS CAREER DEVELOPMENT?

Career development is a process that is closely related to human development. Career experiences offer us a chance and a reality to test who we are in relationship to other people and things. Work, in this frame of reference, means the integration of self and society and includes endeavors that offer psychological rewards as well as money. Self development through career development involves the valuing of doings and feelings as well as the thinking processes of humans. Career education links school subject content to people at work and humanizes the educational process. It serves as feedback to the teachers as to the relevance of their content to student needs.

PARTIAL LIST OF DISPLAYS

Armstrong Career Center
Career Curriculum Writing Teams in Various Areas
Cooper Career Days
Cooperative Education Program
Community Career Center
Community Education
Consumer Homemaking
District 287 (Secondary and Adult)
Environmental Science Center
Hosterman Career Project (School Wide)
Sandburg Career Exploration
The World of Construction
The World of Manufacturing

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THE COMMUNITY CAREER CENTER

A Statistical Report on CCC use From October 4, 1972 to May 3, 1973

The Community Career Center drop-in office, located at 7695-42nd Avenue North, is donated by the Village of New Hope. It is staffed by Miss Betty Olson, a certified counselor drawn from the District staff, and by Miss Lynda Goodwin, a Career Resource Technician with a background in job placement.

A. Total dropouts from District: 236
(Total includes 189 from the 1972-73 school year.)

B. There are at least 5 contacts per individual made either at the office, at a home visit, or by phone.

DROPOUTS:

C. Who returned to regular day school: 21

D. In alternative educational programs (outside of district). 57

E. In GED prep or passed: 19

F. In North Hennepin State Junior College: 4

G. In Vocational-Technical Institutes: 5

H. In Military: 3

I. Working (full or part time): 105

Total number dropouts involved in:
AN EDUCATIONAL PROGRAM: 106
WORKING (full/part time): 105

OTHERS:

J. Graduates: 58

K. North Hennepin State Junior College dropouts from District: 21

L. Miscellaneous: 42
(Includes; adult women returning to work or school; veterans; adults wanting to change jobs; inschool people wanting to dropout.)

M. TOTAL NUMBER OF PEOPLE CCC IS PRESENTLY WORKING WITH: 357

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5/15/73

THE COMMUNITY CAREER CENTER

A Report of the New Referral Services for Dropouts

The Community Career Center is a drop-in office located at 7695 - 42nd Avenue North which places its many services at the disposal of the community with priority given to students who have interrupted or terminated their secondary school education. In other words, it serves the dropouts from Robbinsdale Area Schools. The nature of the service will be revealed in this report which addresses itself to an examination of the dropout problem, an explanation of who and what is being done to resolve it, a documentation of these efforts and a discussion of the cost of the services.

DROPOUTS

Who Are They?

- Raymond is a member of a minority group who has lived in foster homes and has a history of general troublemaking. He also has a serious reading problem. He just didn't like school...he left...to do nothing.

- Mark was bored, school lacked challenge for him, he became defiant of its regulations and subsequently developed serious drug problems. "I just couldn't hack school," he said.

- Marie's parents were divorced, living with other relatives she developed a kind of maturity not typical of her peers becoming ultimately a troublemaker. She was unsatisifed with traditional educational programs which offered her limited alternatives.

- Don was a bright personality who enjoyed excellent relations with both peers and parents. But he was bored and he became clever at manipulating the system until it caught up with him. He was told to leave.

It is important to remember that the overwhelming majority of youngsters remain in school. Enrollment for the three senior high schools as of April 12, 1973 is 6,162. These schools have many programs which appeal to and satisfy a wide range of student needs. This means that they do recognize diversity within the population they serve. However, for many reasons they cannot provide for one hundred percent and it would be unreasonable to expect them to.

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What Factors Create A Dropout?

During this current school year 190 students are known to have dropped out of Robbinsdale Area Schools as of April 12, 1973. There are perhaps 190 different reasons for why this has happened. Making generalizations about causes is thus somewhat risky. However there are some factors that do stand out and are worth noting.

Dropouts:

- are hasseled by irrelevant school offerings, and are frustrated and distracted by conflicting value sets
- often are greatly troubled by a poor home environment and find that their concern for it interferes with their education
- in some cases have learning difficulties which the schools are incapable of dealing with at such a late date
- may view a job and an income as having priority over an education
- can be so troubled by a number of personal growth things that they can no longer function in the school setting
- are confused by the fact that they do not know what they want to be and this is further complicated by their inability to sort out choices.

Surely, there are other outstanding reasons why youngsters leave school. Possibly those who are still in would have additional points of view about why their friends leave.

Why Should We Be Concerned?

There are several kinds of concern people have about the dropout problem. Following in no particular order of importance are several of them.

- because dropouts can be a potential source of societal problems placing a financial burden on the community in terms of higher levels of unemployment, welfare, crime, and additional demands on our beleaguered social service agencies
- because dropouts represent a potential waste of valuable human resources since, chances are, their limited education will never permit them to make a real contribution to their community in return for its services to them
- because dropouts stop attending school they represent a financial loss to the district in terms of potential state aid money not received. Currently the school district receives state aid of $1,050 for every secondary student for a full year of attendance. That amount is reduced in proportion to non-attendance. One hundred ninety dropouts could represent nearly $200,000 in lost

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state aid if they left school early in the year. (1972-3 $750 per pupil unit, secondary students = 1.4 pupil units. New levels have not been set by legislators for 1973-4.)

- because dropouts may be indicators of institutional failures.

The nature and the implications of each of the foregoing concerns should suggest that no one can afford to dismiss the dropout problem as a minor one.

What Can Be Done?

With all the programs and services available, dropouts still occur. Many school districts profess concern but few do anything positive. Robbinsdale has begun to show responsibility toward its dropouts. The following case study is a composite picture of how a dropout can be helped by concerned and responsive people - in this case the Community Career Center staff and those in the various referral agencies with whom the Center has contact.

A Case Study

Tom is seventeen. He dropped out of school this week because "it's too much of a hassle," and "I wasn't learning anything important." He would like a job that pays well so he can get some "wheels." He can use the family car but that's "just not often enough."

Tom does not want to return to high school; he has thought about "learning a trade or something."

Tom is presented with all of the possibilities available to him, including educational alternatives such as our night school, South High Night School, the Work Experience/Night School Program and the GED (General Educational Development test for high school equivalency)--the latter not available until Tom is 19 or until his class graduation date.

Tom is not interested. No pressure is exerted on him to choose any alternative.

Tom does elect to take a brief forty-minute job application skills unit in which he learns how to fill out job applications, how to be interviewed, how to follow-up after applying for a job, etc. The job counselor gives him ideas and leads on where to look for employment.

A card with a few brief notes on Tom is filed and marked "Follow up (date)", usually a contact is made a second time within two weeks of the first meeting.

Two week follow up: Tom is discouraged, hasn't been able to find a job. We talked to his job counselor at Manpower; he will try to help us with Tom. Age is a problem.

Ten days later, Mr. D. called from Manpower--Jones Plastic may be hiring 17 year olds. Called Tom with information.

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Three days later: Tom is working 11:00 P.M. - 7:00 A.M. shift at plastics company at $1.85 per hour. Follow up in one month.

Two weeks later: Tom called, concerned about his high school diploma. Encouraged Tom and his parents to come to the Center. Appointment set for Wednesday evening.

Conference with Tom and parents: All educational alternatives are outlined and discussed. Parents expressed interest in having Tom attend South High Night School program for four evenings a week. Tom says he won't go for four nights, he believes two nights are enough to begin with. Since Tom is working, he wants to try the Work Experience Program/Night School program at the Lake Street School. This could also cut down on the distance traveled and the nights the family car would be in use. Some time is spent working out a program for making up five credits, including one English and one Social which Tom will take later at South High School. If Tom completes the programs as outlined or elects to return to District 281 next fall, he will be short one credit which may be made up by carrying six courses or attending our evening school program.

THE COMMUNITY CAREER CENTER

What Does It Do?

As might be gathered from the foregoing case study, the C.C.C. is actively involved in helping others make decisions related to careers, education and personal adjustment. This is essentially a process of helping students help themselves. Most of its visitors as indicated are dropouts. It has identified four working priorities which are listed below and which have evolved out of two years of intensive experience with dropouts.

1. Job development. The majority of visitors to the Center seek immediate employment.

2. Educational counseling. Paradoxically, dropouts often request help in locating alternative educational routes.

3. Personal counseling. As indicated previously in this report, dropouts are people with concerns and while they request assistance in securing jobs, often a more significant form of help may be to examine their concerns and effect the adjustment needed.

4. Career counseling. Many Center clients need help in matching interests and abilities to the job options.

Who Does It?

The C.C.C. is staffed by two individuals; one, Miss Betty Olson, is a certified counselor, drawn from the District staff. The other, Miss Lynda Goodwin, is a Career Resource Technician with a background in job placement. Together, these two staff a small office donated to the project by the Village of New Hope. It is located in the old New Hope Village Hall apart from any school building and is thus not obviously associated with the Robbinsdale Area Schools. This location has some important advantages mainly that "turned off" students enter this office more freely than they would a school building.

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How Does It Function?

Relationship to the Schools

The effectiveness of the Center is directly related to the close communication it enjoys with school district counselors since almost all of the dropouts seen by the Center counselor have been referred by a District counselor. When a counselor knows a student is about to terminate, the student is apprised of the Center and its many services. The counselor fills out a form that "introduces" the dropout to the Center and forwards it to Betty Olson. Ms. Olson attempts immediate contact with the dropout inviting him to visit the Center as soon as possible thus ensuring little time lapse between termination and interview.

Without school district referrals, the Center would have great difficulty locating its potential clients. Dropouts in turn could be "spinning their wheels" in search of jobs, alternative schools or other help. The school counselor is a catalyst in this system acting to direct and hasten the engagement between the dropout and the Career Center. This role is a crucial one; the success of the program hinges upon it. Betty Olson has expressed appreciation for the cooperation she has received.

Relationship with Dropouts and Other Clients

Once a dropout is identified, the principal role of the Career Center is to help him create a bridge between the school and work environment. As indicated previously its first priority is to respond to the need presented by the dropout when he first comes through the door. In many cases the need is for a job thus the staff has established contacts with employers and employment agencies. It also receives a number of unsolicited job orders from many community sources. Obtaining a job is one thing, maintaining it and feeling good about it are also important. To that end the Center staff feel that job development rather than placement should be emphasized. To the degree that they can, Center staff:

- find out what kind of previous work experience the dropout has had. Everything conceivable is important including babysitting, mowing lawns and paper routes.

- explore what a dropout wants to do including testing for career interest and aptitude. Many do not know what they want to do but they do know how much they want to be paid.

- help them examine realistic choices in terms of past experience, interests, need for future schooling, urgency of need and skills

- provide them with job application skills if needed

- place dropouts in the job most appropriate for now or refer to an appropriate agency

- follow up on the dropouts' progress

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In the process of job development, dropouts have an opportunity to share their perception of themselves, of work and their future with both Center staff. Often these conversations uncover some personal growth problems which are also dealt with.

In a number of cases Center visitors are actually seeking more education but do not know what is available. Center staff expand educational possibilities and interest and have successfully placed former dropouts in a number of schools.

Career and educational counseling are services provided to the entire community. To augment counseling, the Center staff engage in some occupational aptitude and interest testing. The GATB - General Aptitude Test Battery - the OVIS, STRONG and Kuder instruments are the principal testing devices used. A combination of test results, personal report and counselor evaluation provide a basis for identifying possible career or education options.

Relationship to Community Agencies

The general procedure outlined above for the dropout or other clients is an ideal process and not always as straightforward as described. Clients need help in many areas. Recognizing this, contacts have been made with a wide variety of community agencies and institutions. A complete list of those resources is appended to this report. A sampling follows.

1. Placement Services
   - A) State Department of Manpower Services, Inc.
   - B) Associated Clerical Services
   - C) Neighborhood Youth Corp
   - D) NSP Volunteer Alert

2. Educational Alternatives
   - A) Vocational Schools
     - i) Anoka
     - ii) Suburban Hennepin
     - iii) Vo. Tech. 916, etc.
   - B) Schools for High School Credit
     - i) Pilot Outreach
     - ii) South Community School E.4.A.A. Program

3. Miscellaneous Services
   - A) B'Nai Brith
   - B) Hennepin County Offices
   - C) Drug Counselors, Psychiatrists, Psychologists, Social Workers

A good working relationship with each of the many agencies and institutions listed here is vital to the Center's operation. With limited staff and finances the effectiveness of the Center would be appreciably lessened if they did not have access to the services rendered through other agencies. The Center is thus a central referral clearinghouse capable of placing its clients with an appropriate agency thereby relieving the client of the often confusing and expensive experience of locating the right people at the time when their help is most needed. The Center is one of few (possibly the only local referral agency) agencies in the metropolitan area performing this kind of service.

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A dropout leaves the Center knowing that his progress will be followed by Center staff. According to the staff, self-report is on the increase. Center records reveal that many come back in person to relate their experiences and feelings indicating the quality of the rapport established between staff and client. Whether by self-report or staff follow-up, the Center needs and wants to know what happens after a visit to the office. It is a measure of their effectiveness and a way to demonstrate continuing concern for the welfare of the dropout.

Relationship to Community Adults

In addition to its intensive work with dropouts, the Center also serves the adult population in the following ways:

- it can put a limited number of adults in touch with local employers
- it can counsel out-of-work adults into new employment areas by providing them with career information
- it can administer the GATB, OVIS, STRONG and Kuder tests which will indicate general interest and aptitude in certain career areas
- it can provide them with knowledge about further educational opportunities
- it can teach them job application skills
- it can refer them to other agencies

Community Career Center staff opened their doors in the evening throughout the month of March for purposes of testing whether or not adults would avail themselves of the services offered. This program evolved out of a Wednesday night open door policy. The results are still being analyzed however, it is certain that evening hours will attract more adults thus enabling the staff to serve a broader sector of the community.

What Are the Results?

As of April 4, 1973 the Center has seen 214 dropouts, most all of which left school this calendar year. The results of Career Center counseling are as follows:

Status	Armstrong Population (N=52)	Robbinsdale Population (N=84)	Cooper Population (N=81)
Working	28	37	36
	15 are working and in school	9 are working and in school	16 are working and in school
In School	24	31	31
Nothing	13	24	30

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For purposes of record keeping each status category is checked separately for each student. For example, for Armstrong the chart shows a total of 52 (28+24) students in each of the first two categories. Fifteen students have a dual status of working and in school. Summing categories for all students and then subtracting the total dual category students equals 214. Therefore, of the total of 217 dropouts reported by counselors to the Center, three have not been successfully contacted.

In some cases working students have acquired jobs without the help of the Center. However, the Center is directly responsible for placement of all dropouts in other educational programs.

Thirty percent of the dropouts were doing nothing at the time these data were collected. Status changes daily. The most significant results will be revealed in end-of-the year data since the dropout number decreases to a trickle after the spring vacation period. Therefore pre-vacation dropouts will have been out for some time during which the Center will have many opportunities to explore both jobs and further education with them.

What Does It Cost?

At the present time Robbinsdale does not directly bear the cost of the Community Career Center since it is funded by the federal government. The operating budget of the Center for the coming fiscal is $23,921. This can be broken down into two figures $23,621 in salaries and $300 in materials and supplies, including career resource materials. The Career Resource Technician position is for 12 months while the Center Counselor's is for 44 weeks. The Center will offer services throughout the summer but on a more limited basis.

Summary and Future Plans

There is a poster prominently displayed on a wall in the C.C.C. office which says, "People are lonely because they build walls instead of bridges." C.C.C. staff in a sense are architects whose mission is to help others design and construct the bridges needed to enter into productive community life. They are equipped with the maps and blueprints of the profession which they use to help others span the distance between confusion and self-direction. Their tools are wielded with a strong humanistic feeling about the net worth of the entire individual not simply the vocational part of a person. Consequently, while job acquisition is an immediate priority for most clients, the "job is but one test of an individual's effectiveness in dealing with his total environment" according to Betty Olson.

Aware of the high incidence of job dissatisfaction among the nation's employed, Ms. Olson feels that it is the responsibility of the Career Center to take the individual where he is and in a cooperative effort chart a reasonable career course, including both education and job, based on a person's stated goals. Career orientation and goal setting, wise decision making and honest self-appraisal can lead to greater job satisfaction now and in the future.

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Will the Center operate next year? Yes, but its future beyond that is not clear. Challenged by the press of time and the needs, Miss Olson still has thoughts of expanding the services to round out the program. Next year some of the following could occur:

- installation of a "hotline" phone manned by volunteers trained to offer career occupational information to all who call
- increased advertisement of services
- acquire and operate a microfiche system for job development
- group work for youngsters returning to school and with parents of dropouts
- production of informative brochure which would discuss a parental role in the dropout situation.

The final item - brochures for parents - is an outgrowth of many months of dealing with the relationship between parents and dropouts. Often in the emotionalism surrounding an early departure from school by a student, both parties lose sight of the things that have made them a family. Counseling can help parents clarify their roles and responsibilities toward their youngsters whereas it can also provide youngsters with new insights relative to their new family status. Most important of all counseling can help all parties regain and/or maintain regard for the personal worth of one another.

Ken, a dropout, felt disowned by his parents who couldn't face the fact that he had left school. He had failed them. They saw it as a "what'll our friends think" situation. After all, dropouts were generally regarded by the community as kids who couldn't make it, goof offs, troublemakers and kind of dumb, too. The implication was that Ken's parents were also failures since they had had no influence on him to remain in school. Antagonism grew. Ken moved out and even though he had found a job through the Center and was also attending night school he was "really hung up" with his parents' attitude. "They can't stand me 'cause I don't buy their values," he reported. If he hadn't cared, he would not have continued to discuss the situation with Center staff.

A few phone calls resulted in a meeting with the parents. Through discussion it was apparent that they were victims of a kind of social thinking that many are susceptible to. They had erroneously reasoned that Ken was washed up because he did not finish high school, could not go onto college and therefore would never recapture his original social status.

Referral to a Parent Effectiveness Training program is changing this thinking. There has been a definite rise in self-esteem on both sides. This is helping to heal some wounds. There is a residue of anger but it is against the wrongheadedness of those who perpetuate the notion that dropouts and their parents are failures.

The Community Career Center has an overarching mission to dispel the failure idea associated with dropouts. If it terminates in another year with nothing else to its credit, it surely will have had an impact on the way the community views dropouts. This in itself will be a major achievement of which everyone associated with Robbinsdale Schools can be proud.

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LIST OF RESOURCES

1. Employment Services
   A. State Department of Manpower Services - includes job placement, job development, aptitude evaluation, occupational skill center, Job Corp, apprenticeship programs (Hopkins and Minneapolis offices).

   B. Associated Clerical, Inc. - private employment agency which specializes in clerical placement and has all employer fee paid jobs.

   C. Graduate Placement Services - private employment agency which specializes in the placement of college graduates.

   D. American Lutheran Church - provides occupational information and job placement.

   E. Neighborhood Youth Corp - works with high school dropouts only - 16 to 18 years of age - NYC is an accredited school; its goal is to place dropouts in an educational system whereby the student can work at his pace; and NYC offers jobs to these students on a Work Experience Program in order that the student may get a diploma and be prepared for the World of Work.

   F. Youth Research Center - is a private non-profit organization whose funding comes from foundations from local and various parts of the U.S. When the center started 13 years ago, it was part of the American Lutheran Church services. The originator, Dr. Merten P. Strommen, chose to become separate some time later. The services, which are offered to parents, teachers, ministers, etc., or anyone involved and interested in children, include human relations courses, values clarification, Teacher Effectiveness Training and Parent Effectiveness Training, and, also has a research department. YRC has a staff of 12 and is located at 122 West Franklin, Minneapolis.

   G. NSP - "Volunteer Alert" - Agencies will interview and sign up teenagers for summer jobs. The Alert is for teenagers 14 and older. It is sponsored by the Voluntary Action Center (formerly Volunteer Service Bureau). NSP is providing building space.

2. Educational Alternatives
   A. Vocational Schools most used - Anoka, Dunwoody, St. Paul, Suburban Hennepin, 916.

   B. Junior Colleges most used - Anoka-Ramsey, North Hennepin, and Metropolitan State Junior Colleges.

   C. Schools for High School Credit -
      District 281 - Adult Basic Education
      District 281 - Evening School
      District 281 - Continuing Education Center for Pregnant Girls
      District 281 - GED prep classes at Hosterman, Lee, and Armstrong
      Holmes School - for adult basic education and GED preparation

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C. Schools for High School Credit (cont.) -

Pilot Outreach - sponsored by Northwestern National Bank. Night school for high school dropouts.

E4AA Program (Education for Adult Advancement) - Lehman School, South Community School and Lake Street School. It has a Work Experience Program tied into it

Education Exploration Center - free and alternative school information

Career Clinic for Mature Women - program offered through the University of Minnesota for older women wanting to re-enter the job market - includes skills training and/or refresher, job referral, attitude and counseling.

Continuing Education Center for Women - program offered through the University of Minnesota for credit.

Twin Cities Opportunities Industrialization Center, Inc. - TCOIC - offers vo-tech training, GED preparation, job placement and its free. Some pre-vocational courses offered are: computational skills, communicational skills, consumer education, GED preparation, jobology, minority history, personality development and reading improvement. Some vocational courses offered are: appliance repair, carpentry, drafting, key punch, office skills, printing, surveying and welding. Requirements for TCOIC trainee: must be at least 16 years old or over. TCOIC is a non-profit manpower training agency, funded by the Department of Labor, Department of Health Education and Welfare, the Office of Economic Opportunity and local sources. In June 1973, it plans to change to a revenue sharing program only.

Minnesota Literacy Council - private tutoring for low ability or illiterates.

Neighborhood Youth Corp - See #1, E.

University of Minnesota - correspondence courses and extension program

Franklin Community School - night school program for dropouts.

3. Miscellaneous Services

A. B'Nai Brith - includes vocational testing, psychological testing and counseling. It is a private non-profit volunteer counseling center which is APGA accredited.

B. Hennepin County Offices - Welfare Department, Probation Officers, AFDC and Child Welfare Intake.

C. Community Information and Referral Service - has a volume of resources of various agencies, businesses, etc., throughout the Twin Cities area.

D. Dakota County Center - provide information about programs and vacancies in programs of all the Vocational Technical Institutes in the State.

E. Society for the Blind - occupational development center and financial aid assistance program.

F. Several drug counselors, social workers, psychologists, psychiatrists.